DOCUMENT RESUME

ED 317 243 JC 900 194

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TITLE Critical Literacy Project. Final Report.
INSTITUTION Oakton Community Coll., Des Plaines, IL.
SPONS AGENCY Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE Dec 88
GRANT G008642139
NOTE 130p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Basic Skills; *College Instruction; Community Colleges; Critical Reading; Critical Thinking; *Faculty Development; *Instructional Design; Instructional Effectiveness; *Instructional Improvement; Student Motivation; *Teacher Improvement; Teacher Workshops; Teaching Methods; Two Year Colleges

ABSTRACT

This document provides an overview of a Critical Literacy Project (CLP), involving a year-long faculty development seminar designed to help faculty reevaluate teaching strategies and redesign courses to include critical reading, writing, and thinking. The CLP addresses problems common to many community colleges: a large proportion of students unable to read, write, and think at the college level; student unawareness of or lack of concern with their academic deficiencies; and lack of student motivation to improve their skills. The CLP faculty seminar has been conducted three times since 1986. During its first semester, the seminar focuses on theory, definition, and hypothesis. The second semester deals with practice, as participants concentrate on developing or revising assignments collaboratively. By 1989, 53 of OCC's 149 full-time faculty members had participated in the seminar. Most of the CLP participants expressed renewed enthusiasm about their work as a result of the program. In addition, the library and learning lab staffs are adapting critical literacy principles to their work. In addition to the annual seminar, CLP involves four other activities: (1) a national conference sponsored by OCC; (2) a regional consortium for sharing expertise and information on critical literacy; (3) a promotional video; and (4) CLP faculty participants' roles as presenters at professional meetings and as speakers or consultants at colleges interested in building similar programs. The bulk of the report consists of appendixes providing detail on CLP activities and outcomes. (WJT)

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CRITICAL LITERACY PROJECT

Grant Number: G008642139
Project Number: 116CH70032

FINAL REPORT

December, 1988

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SUMMARY

The primary focus of the Critical Literacy Project (CLP) at Oakton Community College is a year-long professional development seminar designed to help faculty members rethink their teaching strategies and redesign their courses to include instruction in critical reading, writing, and thinking skills. The seminar has been conducted three times since 1986; 53 faculty members from 25 baccalaureate and vocational disciplines have volunteered to participate. In addition, CLP participants have laid the groundwork for a regional consortium of community colleges, held one national conference on teaching critical thinking and scheduled a second for 1989, produced a video-tape, and been active in disseminating project results at conferences and at other colleges both locally and nationally.

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Critical Literacy Project (FIPSE final report, which includes sample assignments for teaching critical thinking, bibliographies, and a list of presentations given by project participants).

A Meeting of the Minds (videotape).

"Just What Is Critical Literacy," William M. Taylor

"Literature Across the College Curriculum," Helen Page, Journal of Reading March, 1988.

"Teaching Critical Thinking Skills in the English Literature Survey Courses," Helen Page, ERIC Listing ED 272 896.

II. EXECUTIVE SUMMARY

THE CRITICAL LITERACY PROJECT

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A. PROJECT OVERVIEW

Supported by a two-year grant from FIPSE, the Critical Literacy Project at Oakton Community College involves, at its center, a year-long faculty development seminar designed to help faculty members incorporate instruction in critical literacy skills--critical reading, writing, and thinking--into their course content. Participants are volunteers from baccalaureate and vocational curricula across the curriculum. The Seminar was repeated in the second year of the FIPSE project and the college plans to continue offering it annually, at college expense, for an indefinite period in response to serious faculty demand. To date (including this, the third, year's participants) 53 of Oakton's 149 full-time faculty members, representing 25 academic departments and vocational programs, have taken part in the Seminar; in 1989-1990 and subsequently, half of the 20 seats will be reserved for senior part-time instructors.

In addition to the annual Seminar, the Critical Literacy Project involves four other key activities. The most visible was Oakton's sponsorship, with FIPSE's support, of a highly successful national conference, held in Chicago in April of 1988; the college has scheduled a second national conference for April of 1989. Project participants are also working to establish a regional consortium for sharing expertise and information on critical literacy, and are in the process of completing a videotape for faculty members and administrators at other colleges who might be interested in seeing how Oakton's project came about, how it works, and what its impact has been on the college's faculty and students. Finally, Seminar participants have been increasingly active as presenters at professional meetings and as speakers or consultants at colleges seeking to build or encourage their own faculty development programs in critical literacy.

B. PURPOSE

The Critical Literacy Project seeks to address problems common to open-access community colleges: too many students are unable to read, write, and think at the college level, and are unable to meet reasonable academic standards; they seem to be unaware of or unconcerned about their academic deficiencies, and lack motivation to attack them. To the extent that enrollment in developmental courses is voluntary it is also very reluctant. Thus, beyond mandatory testing and placement, which are not, alone, adequate, the search for a solution falls to the instructors of the content courses. Most faculty members at Oakton, however, have their degrees in their content areas, not

in education, and few have had formal training in teaching students how to learn or develop their thinking abilities. The Critical Literacy Project seeks to address this circumstance.

C. BACKGROUND AND ORIGINS

For nearly a decade the college had been encouraging faculty members outside the English department to incorporate writing assignments into their courses and to develop instructional strategies for improving students' ability to get the most from their textbooks. This interest in writing across the curriculum manifested itself in college-wide support for mandatory testing and placement in writing and, eventually, reading. The interdisciplinary cluster of faculty members committed to these and related ancillary activities provided the "talent pool" that began to meet under the auspices of the faculty development program to work on changes in their own teaching methods and to influence their colleagues to do the same. With solid administrative support, they became the core leaders of the Critical Literacy Project.

D. PROJECT DESCRIPTION

The basis for the project is an assumption that it provides a way to make a significant difference in the lives of teachers and students: teaching students how to learn and how to think critically is a way to empower them both as students and later as functioning citizens. Other assumptions about the nature of the task and the needs and interests of the faculty participants are reflected in the structure and content of the Seminar.

During the first semester the participants meet weekly for three hours on Friday afternoons to explore what critical thinking can be; to work at defining the concept for themselves through readings, discussions, and seminar presentations; to consider the extent to which students are prepared to practice critical thinking in their academic work; and to begin thinking of assignments to promote such activity. In the first year the Seminar faculty was comprised primarily of experts the planning committee had encountered in its readings or at conferences and who were invited to Oakton to conduct sessions in their specialities. Subsequently, while the group continues to invite a few outside experts to meet with it, Seminar "graduates" from the first and second year are the primary faculty. Similarly, while the first Seminar was organized by the planning committee (the members of which subsequently became students in the Seminar), the second and third iterations have included several of the new participants in the planning group.

If the first semester focuses on theory, definition, and hypothesis, the second, the "Workshop" portion of the Seminar, focuses on practice. Participants continue to explore theoretical concerns, but concentrate on developing or revising assignments collaboratively. In addition they are expected to work individually with the Seminar's faculty resources, who have perhaps the most direct influence on how what has been learned in the Seminar is translated into classroom methodology. Each participant is expected to work individually with a specialist in curriculum design on shaping and sequencing writing assignments intended to help students learn to think in the ways demanded by the particular discipline, and with a teaching improvement specialist who videotapes classes, surveys students, and suggests pedagogical strategies to improve both the instructor's and the students' performances. Other in-house consultants have come forward through the Seminar to assist fellow participants in exploring further such concerns as reading interventions, learning styles, cognitive theory, and collaborative learning.

E. PROJECT RESULTS

Certainly the most telling consequence of the Critical Literacy Project for the college is the effect it has had on the faculty. A third of the full-timers have participated in the Seminar to date, and all but a few of them have felt revitalized by the resulting process of rethinking their approach to teaching and reinventing what they do in the classroom. (The college also has hopes for a delayed germination of influence in the perhaps four or five faculty members who entered the Seminar with their resistance high and have not yet been observed to have lowered it.) The participants' enthusiasm for their work has infected the attitudes of others, who may or may not be considering entering the Seminar in the future but meanwhile are beginning to implement in their classes some of what they're picking up in conversations. Increasingly they are calling on Seminar participants as trusted resources. In addition, the library and learning lab staffs, some of whom participated in the Seminar, are adapting principles of critical literacy to their work, and two of the CLP's faculty resources have founded a new Teachers' Resource Center that houses among its holdings an extensive bibliography and file of publications related to critical literacy. Meanwhile, critical literacy has become a major focus in faculty development programming. "Crit Lit" is very much in the air at Oakton.

F. EVALUATION

In a survey, virtually all participants in the first two generations of the Critical Literacy Project rated it very highly for its positive impact on their teaching; they cite a significant and sometimes dramatic increase in their use of assignments and teaching strategies designed to increase students' performance of critical literacy skills. The most valuable results cited for the participants personally has been a renewed enthusiasm for the classroom, a redefinition of their role as teachers, and a positive difference in their relationships with their colleagues. On an 8-point scale, they rate the helpfulness of their work with the curriculum design specialist at 6.5 and with the teaching improvement specialist at 7.0. Negative perceptions focus on the conduct of the Seminar, on the effectiveness or ineffectiveness of particular sessions, speakers, or strategies. None hits at the heart of the project or affects the overall enthusiastic perception of its impact.

Participants think it is too early in the project to survey or test students with the expectation of seeing objectively distinctive results; only a third of the faculty participants have had a full academic year to transfer what they've learned to the classroom, and few if any feel they have approached completing what they want to accomplish. Nevertheless, the general perception is that students in their classes are in fact performing better--asking more, and more thoughtful, questions, using better logic and problem solving techniques, performing better in their writing and on essay exams, and improving their ability to read and understand their textbooks on their own.

In sum, based on both its immediate and its long-term effects, the CLP has proven to be one of the most important and beneficial faculty development efforts in the history of the college.

III. BODY OF REPORT

A. PROJECT OVERVIEW

In the Fall of 1985, the Office of Continuing Education at the University of Chicago held its semi-annual, four-day workshop on aspects of higher order reasoning. As part of Oakton's long-term, on-going faculty/staff development program, six faculty members attended the workshop, primarily out of curiosity. That, however, was the beginning. Soon after the workshop, those six faculty members and several others formed a study group that met off and on and had a variety of participants who talked, read, and thought about what critical thinking is and can be, and, eventually, about how teaching it, and how teaching students to learn, might come to be something Oakton faculty members did more of.

That Spring, 1986, Richard L. Storinger, Dean of the Communications Division, met with the study group and described an idea for a proposal for a faculty development program that he, Marilyn Appelson, Director of College Development, and Bill Taylor, coordinator of the faculty development program, had been sketching and hoping to submit to FIPSE. They thought the work of the study group dovetailed with their ideas for the faculty development program, and they suggested the study group take over its design; it did and, in a remarkable three-week stretch punctuated with long meetings and extraordinary collaboration, the Critical Literacy Project was born. (See Appendix A for a list of CLP designers.)

The design of the Project called for a year-long, two-semester program which participants would volunteer for (supported, when appropriate, with released-time and stipends) and during which participants would, in the first semester, explore for themselves what critical thinking is and/or can be, what factors mitigate for and against its being learned by students, and what methods might be used both to teach it and to teach students how to be more independent learners. In the second semester, participants would collaborate to design assignments which, in addition to teaching students the content of the course, would also either help them improve as critical thinkers, or help them improve as learners, or do both.

In the two years for which the Project was funded by FIPSE (Fall 1986-1988), two generations of Oakton full time faculty members, thirty-four teachers from sixteen baccalaureate and vocational/technical disciplines, participated. Currently, a third generation, eighteen faculty members from eleven disciplines, is doing the work of the Project, this time entirely at the expense of the college. (See Appendix B for a list of the participants in each generation and their disciplines.)

In general, and in some surprising ways, the Project has been a remarkable success. Almost all participants report that their participation had a significant impact on their work. Some have redesigned an entire course, and a few more than one course; many more have produced new assignments and/or sequences of assignments and folded them into already existing course outlines and practices. Significant numbers report making changes in their teaching methods; almost all think they are better teachers (no matter how good they were earlier); and many believe their students are now better thinkers and learners.

In addition to the work with Oakton faculty, the Critical Literacy Project

has made an impact in four other areas. First, in the Spring of 1988, Oakton College, with support from FIPSE, sponsored a three-day national conference, Critical Literacy: Teaching Reading, Writing, and Thinking Across the Curriculum. Two hundred and fifty conferees participated (another 75 could not register because there was no room for them). Participants evaluated the conference as either extremely good or very good. (See Appendix C) Our experience with the conference was so positive, and our sense of its value so great, that the same planning committee is now organizing a second conference, to be held April 12-15, 1989. (See Appendix D for a copy of the '88 conference program and for material on the '89 conference.)

Second, work has begun on the production of a thirty minute videotape on the Critical Literacy Project, tentatively titled "A Meeting of the Minds." When it is completed, in the Spring of 1989, it will be made available to faculty members and administrators at other colleges who might be interested in seeing how the Project came about, how it works, what some faculty now do as a result of their participation in it, and what impact it has had both on them and on the college as a whole.

Third, we have made contact with faculty and administrators at a dozen other community colleges in northern Illinois (in private conversations, meetings, presentations, and workshops at their schools as well as by having them participate as presenters at our conferences) and have made significant progress towards creating a regional consortium for sharing expertise and information on critical literacy.

Finally, Critical Literacy Project participants from all three generations have given presentations at many conferences and, in addition, continue to receive invitations to speak, or be consultants, at colleges interested in

exploring critical literacy or faculty development. (For a list of presentations made by CLP participants see Appendix I.)

B. PURPOSE

We set out to address two problems. The first was our shared perception that many of our students are less effective than they might be as learners and thinkers, at least at school (that is, we acknowledged that our students might be effective thinkers and learners on other turf, but recognized their limitations on this turf). Nagging evidence of those limitations is reflected in placement patterns: over one-half the students who come to Oakton place into developmental reading, writing, and math courses (not unusual for an open door community college, perhaps, but troubling nonetheless). Although that pattern can and does mean many things, in particular it signals that a pretty significant number of our students cannot do the thinking (and typically that is critical thinking) of college level reading, writing, and mathematics. Student behavior in the classroom provided another kind of evidence: faculty members from everywhere in the college talked frequently about their frustrations with students who "don't know how to read the book," or "have no idea how to write a paper," or "who can't think at all, let alone think critically," or who "come to class every day, sit there, and then flatout fail the test!"

Students' perceptions and plans further complicate this problem. The educational objectives of most Oakton students are vague, or are centered on upgrading job skills and improving career prospects. Because these students are often unaware of the importance of critical thinking skills in clarifying and/or attaining these objectives, they often are not interested in enrolling

in classes devoted solely to improving their reading-writing-problem solving (critical thinking) ability. While more than half have placed into developmental courses every year since at least 1985, typically, just over 15% of the student body is actually enrolled in any of the developmental reading, writing, or math courses offered by the college in any given semester. In fact, fewer than 50% of all students enrolled in a reading or writing course at any level, which serves to verify the perception that even students enrolled in baccalaureate programs demur from taking reading courses, and defer the Freshman English requirement for as long as possible. As a result, a substantial portion of Oakton's students never enroll in any of the College's reading, writing, or mathematics courses, courses which, by their very nature, would strengthen students' thinking and learning abilities. As a consequence, many students are totally dependent on their subject area instructors to help them learn those skills. Getting students to take reading, writing, and math courses early in their life at Oakton would be one solution to the problem, one that our expanding program of mandatory testing and placement is beginning to address. However, we also saw another possible solution: teachers who believe students "don't know how to read the book," or "have no idea how to write a paper," or "can't think at all, let alone think critically," might be willing to explore ways of <u>teaching</u> students <u>how</u> to read, write, think, and learn. The question was how to do that.

Oakton faculty members are very well-educated in their disciplines and very experienced in teaching them. However, they generally have little or no formal training in teaching students how to learn. Similarly, while critical thinking may be, and frequently is, taught in some courses, it is also frequently not taught where it could be and, in courses where it <u>is</u> taught, there is frequently room for more, or for more of a system for teaching it, or

for an affirmation of its importance. Further, many faculty members are not as aware as they might be of how other aspects of critical literacy might be used to teach course content and, at the same time, empower students as both thinkers and learners.

For example, writing is almost inevitably a powerful tool for helping students understand and assimilate course content. A number of faculty members do not know that; others know it, but, faced with the wide range of student writing ability and inability in their classes, choose to avoid using it. As a result, frequently, no form of writing is used, neither the traditional forms (essay, essay-exam, research paper), nor the less traditonal (3x5 card "tricks," learning logs, dialogue journals, micro-themes). Not using writing assignments comes to be a missed opportunity for teaching students, for helping them learn how to learn, and for improving their thinking ability. Similar missed opportunities occur when faculty members avoid or don't know about how to use reading or collaboration, how to respond to differences in learning styles or differences in cognitive development, or how to design assignment sequences.

Because the Oakton faculty has always shown a strong interest in helping students learn, in being, that is, as effective as they reasonably could be as teachers, we had a hunch many instructors would be interested in exploring ways to not miss those opportunities. The numbers who have expressed an interest and/or participated in the CLP show, dramatically, that the hunch was accurate.

C. BACKGROUND AND ORIGINS

Oakton is a public, tax-supported, community college whose students come from the largely middle and upper-middle class Cook County suburbs north of

Chicago. The college was founded in 1969, operates on two campuses, and offers courses in several additional community locations. Enrollment each year since 1985 has been between eight and nine thousand full- and part-time students. Typically, an additional sixteen thousand students enroll each year in the College's adult and continuing education program.

An open-access college, Oakton was founded upon the belief that education should prepare students for life (an idea that became an important factor in the eventual across-the-administration support given to the Critical Literacy Project). The College has a longstanding commitment to both general education and career preparation, seeks to include both in its comprehensive education program, and offers students a range of program options, chief among them baccalaureate-transfer and vocational-degree/certificate programs. (This too becomes a significant factor in the eventual shape, appeal, and value of the Critical Literacy Project.)

The College employs approximately one hundred and fifty full-time faculty members; roughly ninety-five of them teach baccalaureate-transfer courses, fifty-five teach the vocational/technical curriculum. In addition, approximately two hundred and sixty-five part-time faculty members are employed to teach credit courses. Most of Oakton's faculty members received their degrees during the 1960's, and were hired during the early 1970's. Fifty-seven percent of the full-time faculty has been at the college for over ten years. As is mentioned above, faculty members have strong backgrounds in their content areas, but few have degrees in education or have had formal preparation in instructional methods (noteworthy only insofar as such programs teach teachers how to help students learn how to learn). It's not accurate to say that, prior to the Critical Literacy Project, no critical thinking was taught at Oakton; nevertheless, prior to the CLP, no one was <u>trained</u> in

teaching critical thinking, except for those faculty members whose disciplines are synonymous with critical thinking and who, therefore, teach critical thinking simply by teaching their disciplines.

From the very beginning of the college, Oakton has had a particularly strong commitment to faculty development, and examples of that commitment are plentiful. However, in terms of the origin and eventual design of the Critical Literacy Project, clearly the most significant early faculty development "act" was the college's decision to sponsor Professor Lynda Jerit's participation in the January-July, 1980, NEH/Iowa Institute on Writing. Under the directorship of Carl Klaus, directors of freshman composition programs, many of whom had little or no formal training in teaching writing, were taught how to teach writing, how to use it to help students learn, and how to teach others, not necessarily English teachers, to do the same.

In the Fall of 1981, out of her experience in Iowa, Jerit organized and the college sponsored a year-long seminar on writing and writing assignment making led by Professor William E. Coles, Jr. from the University of Pittsburgh. Approximately twenty full- and part-time Oakton faculty members from a variety of disciplines participated, and the experience as well as the format of that seminar became important to the eventual creation of the Critical Literacy Project. Professor Jerit and two other participants in that seminar (Professors William Taylor and Lorenz Boehm) later helped design the Project. Jerit and Taylor became two of its key resource faculty members, and Boehm became the CLP Project Coordinator.

A second early and significant step towards the eventual creation of the CLP, although this too becomes clear only in retrospect, was the development and creation of the Writing Skills Assessment Test (WSAT) in October, 1984,

under the leadership of Lorenz Boehm. The test, which requires all students who want to enroll in freshman English to write an essay which is then scored holistically by trained readers, was instrumental in three ways: first, by insisting that students write in order to show their readiness for college-level work, Oakton affirmed the value it, as an institution, placed on writing ability; second, by encouraging faculty members and administrators to become WSAT readers (eventually, forty faculty members from ten disciplines, including all of the key planning people and resource faculty of the CLP, as well as two vice-presidents, two deans, and the directors of four programs) it further strengthened their interest in and commitment to having students be able writers; and third, readers of the essays came to see in aces, or have affirmed, their understanding of the state of student thinking ability, and the necessity of having something be done to strengthen it.

A third important step toward the eventual creation of the Critical Literacy Project, actually the earliest step, was the 1976-1980 work of Oakton reading teachers, particularly Pam Drell and Ruth Turiel, with other, non-reading, teachers on how they could make their textbooks more accessible to students, work that, essentially, helped faculty members see ways to help students learn on their own. Professor Drell, too, later became one of the Project's creators; that earlier work influenced its design, and she, like Jerit, Taylor, and Boehm, became one of its key resource faculty members.

A similar, fourth step occurred when the college hired Professor Sylvia Stathakis to teach in the English department. During the academic year 1973-1974, Professor Stathakis had been trained as a Teaching Improvement Specialist at the University of Massachusetts, had worked with the faculty at Smith, Hampshire College, and Massachusetts as part of her training, and, from 1975-1978, had worked with the faculty at Central YMCA Community College on

teacher improvement. Stathakis was among the planners of the Project, her experience clearly influenced its design, and she too became one of its key resource faculty members.

In addition, beginning in the Fall of 1984 and continuing through the Spring of 1986, the faculty development program, coordinated by Professor Taylor, sponsored a series of important workshops and presentations, some by Oakton faculty members, others by guests, which seeded the college with ideas, many of which took root and became elements in the Critical Literacy Project (see Appendix E).

Clearly, the strength of the college faculty development program was central, and its strength reflects yet another factor in the development of the Project. The college administration, particularly Peg Lee, Vice President for Curriculum and Instruction, and Richard L. Storinger, Dean of the Communications Division (and Project Director), consistently provided strong support--so strong, in fact, that the college increased its share of the financial support from the beginning, and has funded the continuation of the Project (with plans to do so for the next several years) after the expiration of the FIPSE grant. In the Fall of 1987, at the beginning of the second year of the Project, Dr. Thomas TenHoeve, the president of the college, made involving the faculty in the exploration of critical literacy and supporting that involvment the college's primary objective for the year.

As important as the substance of that administrative support has been, even more important has been its style: always, from its conception through its design and implementation, the Critical Literacy Project has been a faculty operation; the college administration has been its very enthusiastic cheering section.

The final step in the eventual creation of the CLP took place in the Fall

of 1985, when, as mentioned earlier, six Oakton full-time faculty members attended the four-day workshop on higher order reasoning sponsored by the University of Chicago. Following that workshop those six faculty members, joined by others, formed the Critical Thinking Committee, the study group which later that year designed the Critical Literacy Project. Once the Project was funded by FIPSE, the study group came to be called the "Crit. Lit. Planning Committee." Its task was to implement the creature it had designed.

D. PROJECT DESCRIPTION

At its most idealistic, the Critical Literacy Project was conceived of as a way to make a significant difference in the lives of teachers and students. From its beginning, and continuing through three generations of participants, the Project has held on to the vision that teaching students how to learn and how to think critically enfranchises them, not only as students, but also, finally, as citizens as well. That belief has been the foundation and the "soul" of the Project. Interestingly, members of the planning committee never really questioned whether or not it could be done, didn't set out to test it as a hypothesis; instead, they simply said it would be done, and assumed it could. It was the first and, perhaps, biggest assumption. There were, of course, many others. For example, the committee assumed:

-- that other faculty members in the college would share the vision and that part of their motivation for participating would come from it.

-- that other faculty members would be interested in learning about critical literacy, that their interest in it would be another part of their motivation for doing the work of learning it, and that, in time, they would be willing to teach it, even if that meant making changes in their course content and their methods.

-- that it would be a serious mistake to try somehow to force faculty members to participate; participation would be completely voluntary in the assumption that the quality of the Project, in addition to their own professional curiosity, would attract participants.

-- that, although some faculty members would participate in the Project in addition to everything else they do as part of their work at the college, many would not; thus, participants would receive released time and stipends.

-- that faculty members who participated would come with prejudices, as well as with a mixture of different learning and personal styles, and that those differences would need tending to, but would not inhibit the work.

-- that some participants, once they began, might lose interest.

-- that participants would be willing to collaborate.

-- that some of the participants in the first generation would become the teachers for the participants in the second generation.

-- that faculty members teaching in other colleges would come to a conference on teaching critical literacy if one were organized.

-- that participants in the Project would eventually be ready and, of course, willing to give presentations on their critical literacy work at conferences or to share it with faculty members at Oakton and at other schools.

-- that the people on the planning committee would have the energy and the time to organize a consortium, plan a national conference, tend to the needs of other Project participants, redesign the Seminar and the Workshop portions of the Project for second and third generations, and continue to work on their own courses.

-- that other colleges would be pleased to join with Oakton in forming a consortium.

In addition to those key assumptions, the planning committee also made a number of strategic decisions:

-- that the Seminar would have two parts, each a semester long. The first semester would indeed be called "the Seminar," and its purpose would be to have faculty members learn about aspects of critical literacy and methods of both teaching it and empowering students as learners. The second semester would be called "the Workshop," and its purpose would be to give participants an opportunity to collaborate on designing assignments, trying them out, and revising them.

-- that faculty members from all disciplines and personnel from key student support areas of the college would be invited to participate in the Project.

-- that participants would choose from what they had learned in the Seminar only those elements of critical literacy and those methods of teaching it that interested them and were appropriate to their subject matter. The only requirement was that participants choose <u>something</u>.

-- that the Seminar would meet every Friday afternoon for three hours, and that the aspects of critical literacy it would explore would be: an overview of much of what the umbrella term "critical literacy" covers; definitions of critical thinking in general as well as within particular disciplines; cognitive development theories; learning styles; sequencing of course content, activities, and assignments; and the role that reading, writing, and collaborating can play in teaching students how to think and learn.

-- that for the first year the presenters at Seminar sessions would all be guest experts from other colleges and universities but that, for succeeding years presenters would, as much as possible, be Oakton faculty members who were "graduates" of the Project.

-- that, again as much as possible, the method of the Seminar would be a mixture of lecture, discussion, collaboration, reflection, reading, and writing.

-- that the Workshop (second semester) would have two parts: on alternate Fridays participants would meet as a body, or in small groups, in order to share assignment designs and experiences using them in class, and to collaborate on planning or revising them. In addition, those meetings would be used to explore aspects of critical literacy not covered or known about in the Seminar.

-- that the second part of the Workshop would have participants working individually and privately with CLP "resource faculty" during the weeks when there were no Friday sessions.

-- that there would be a "resource faculty": Lynda Jerit, using the information and material she had developed while participating in the NEH/Iowa Seminar on Writing, would work with participants to help them design assignments and assignment sequences; Sylvia Stathakis using the materials and methods she had learned at the University of Massachusetts Teaching Improvement program, would meet with faculty members, help them identify aspects of their teaching that they chose to improve, visit their classes, video-tape them while teaching, review the tapes with them, and help them see ways to improve their classroom work; Pam Drell, based on her past experience helping Oakton faculty make textbooks more accessible to students, as well as on her experience as a reading teacher, would help participants design reading interventions.

-- that, while the Seminar sessions would be designed by the CLP planning

committee, the schedule of alternate Friday meetings of the Workshop would be designed by a steering committee made up of participants in each succeeding generation.

-- that one person, Lorenz Boehm, would serve as the coordinator of the Project. In the Spring of 1987, Alan Rubin became coordinator of the conference.

There are three key differences between the characteristics of the Project as it actually came to be and the characteristics projected in the original proposal submitted to and funded by FIPSE.

-- First, originally, the planning committee expected to create a regional consortium of community colleges that would share critical literacy resources. The consortium has not been formed, at least not formally; the committee simply underestimated the amount of time and energy that would be necessary to do all that it proposed to do. In retrospect, it's easy to see that the responsibility for making it happen should have been taken over by one committee member who had no other major responsibilties. However, much groundwork for the consortium <u>has</u> been done: Project participants have led workshops or given presentations at six area colleges; two of those schools have begun their own programs with help from Oakton; many schools from this region sent faculty members to the Spring '88 conference, and even more are expected at the '89 conference. Thus, while the consortium has not yet formally met, all that remains is for someone to call its first meeting.

-- Second, the planning committee expected to sponsor a statewide conference on teaching critical literacy. However, when the time came to plan it, the enthusiasm of committee members and their sense of its importance had grown so much that they decided to sponsor a national conference instead.

-- Third, the term "Peer-Assisted Resource (PAR) Team" was never used. However, the work it was projected to do was done, with one significant exception. Originally, the plan was for the "PAR Team," or first "generation," which is how we refer to participants, to design "courses" about aspects of critical literacy that they would teach and that other Oakton faculty members would take. Instead of that, the Seminar was repeated for succeeding "generations." There was one significant difference between what the first generation experienced and what succeeding generations experienced: for participants in the first generation, the speakers/teachers/experts at the Friday afternoon meetings of the Seminar were all from other colleges and universities; for participants in the second and third generations, that role was primarily played by Oakton faculty members from earlier generations.

The original study group, which designed the Project, continued to meet through the first year (all were participants in the Seminar) monitoring, planning, and making adjustments in the schedule. At the end of the first year, that same group designed the Seminar schedule for the second generation. Once the second generation was meeting, it created its own steering committee, which monitored meetings and made adjustments as needed. That same process has been repeated with the third generation. Similarly, each generation plans the content of the Friday afternoon meetings of the second semester, Workshop, portion of the Project. The names and disciplines of the participants for all three generations of the CLP are listed in Appendix B. The schedules of meetings, including the general topics for each session, for both the Seminar and Workshop phases for the three generations can be found in Appendix F.

E. PROJECT RESULTS

Feedback from participants in the Project, from other Oakton administrators, faculty and staff members, and from colleagues who have heard Project participants give presentations or lead workshops at other colleges or conferences, all points to the conclusion that the Project has produced positive, even remarkable results, chief among them the following:

-- Fifty-two Oakton faculty members (including those in the current, third, generation) have participated in the Project to date. That is one-third of the full-time faculty of the College. Since almost all of the participants are applying aspects of critical literacy in at least one of their courses, then over fifteen hundred Oakton students are being affected by the Project each semester. (See Appendix G for sample assignments.)

-- Critical Literacy is "in the air" at Oakton. People know about it, talk about it, value it. There is a kind of "crit. lit. milieu." Things come out of it. Some could be expected, like the twelve Faculty Development-sponsored speakers (some Project participants, others guests) who have given talks at the College on aspects of critical literacy since the Fall of 1986. (See Appendix H.) Others were a surprise, like the number of full- and part-time faculty who have expressed an interest in participating in future generations of the Project, or like the College administration's response to that interest, which has been: "we'll continue offering it in some form until there is no one left to take it."

-- A considerable number of Project participants has become resources for others on aspects of critical literacy: meeting privately with Oakton

colleagues to discuss what they do or what might be done with critical literacy in the classroom; being guest speakers in the Friday afternoon sessions of the Seminar; giving presentations or leading workshops at other colleges or at conferences; writing and publishing; and meeting with faculty and administrators at other colleges to discuss ways in which work on critical literacy might be done at their schools. (See Appendix I for a list of these "dissemination" activities.)

-- Two bibliographies of books and articles on critical literacy have been compiled and distributed at conferences and workshops. One of them, "Critical Thinking/Literacy: An Overview," has received particular attention: Lee Kolzow Vogel and Jane Lehmann, coauthors of College Reading: Strategies For Success and frequent presenters at colleges and conferences on critical thinking and reading, have adopted it as a standard handout, and have urged that it be published. (See Appendix J.)

-- April 21-23, 1988, Oakton with FIPSE support sponsored a national conference, Critical Literacy: Teaching Reading, Writing, and Thinking Across the Curriculum. Two hundred and fifty conferees from two and four year colleges, universities, technical schools, and high schools attended. (See Appendix D for conference materials.) Generally, conferees found the conference exceptionally worthwhile, confirming, and inspiring. (See appendix C for a summary of the conference evaluations.)

As a follow-up to the 1988 conference, Oakton is now organizing a second national conference on teaching critical literacy. The conference, Critical Literacy: Real Students, Real Classrooms, will take place in Chicago, Illinois, on April 12-15, 1989. Among the keynote speakers are Neil Postman, Richard Paul, Rexford Brown, Sharon Bailin, Ralph Johnson, Harvey "Smokey" Daniels, and Ira Shor. Registration has begun, and we are planning for 300-400 conferees. (See Appendix D for material on the '89 conference.)

A videotape, "A Meeting of the Minds," which describes the Critical Literacy Project and its impact on many of its participants will be completed in the Spring of 1989, and will be made available to interested faculty members and administrators at other schools.

A set of Critical Literacy Project "Resources" has been created; it includes copies of nearly all the books and articles listed in the bibliographies (see Appendix J)as well as audio and/or video tapes of nearly every session of the Seminar, and of nearly every critical literacy guest speaker, either at Oakton or at the conferences Oakton has sponsored.

By using Boolean and on-line searching, and by asking that students come up with their own terms and then try to further refine searches with which there are problems, the college library staff encourages students to analyze what they want and evaluate what they get, and thereby strengthen at least two critical thinking abilities.

Instructional Support Services (learning lab) staff members report that

CLP has affected them in several ways. Participation has integrated them with the faculty. ISS has held inservice training sessions to teach tutors how to strengthen students' critical thinking abilities.

Finally and, really most importantly, the college feels better. There is more comaraderie, easier communication; there is a greater tolerance of differences, a deeper and more concrete understanding of the quality of work being done and, with that, greater respect and admiration for one another. There's a vitality, too, that is new, a reawakening; the ashes of burn-out have become rich soil for better teaching and better relationships among teachers; the word "colleague" has shed its formality and now feels more like "friend."

F. EVALUATION:

The Critical Literacy Project has been evaluated in terms of its impact on the college as a whole, on its participants, and, in a more moderate way, on their students. On the whole, and with remarkable consistency, the conclusion for each group is the same: the CLP has been valuable.

Impact On The College

In December, 1988, Dr. Trudy Bers, Senior Director of Institutional Research, interviewed key college administrators in order to determine their views of the CLP. The administrators were uniform in their praise. Dr. Thomas TenHoeve, the college president, believes it is the "best single project the institution has undertaken since I have been here." Dr. Margaret Lee, vice- president of curriculum and instruction, considers it the "very best example of faculty and curriculum development I have ever been a part of." And, among their observations of its impact, the four division deans note the role the CLP has played in revitalizing the faculty, the large number of faculty members who are applying aspects of critical literacy in their courses, the similarly large number of presentations disseminating critical

literacy being given by CLP participants, and the national recognition Oakton has begun to receive. (See Appendix K.)

While no other attempt has been made at measuring the impact the CLP has had on the entire college, unsolicited positive comments are frequently heard. Full- and part-time faculty members, directors of programs, even classified staff ask about it and express an interest in participating. To date, fifty-two full-time faculty members, slightly more than one-third of all the full-time faculty employed by the college, have participated in the Project and, interestingly, more faculty members expressed an interest in participating in the third generation than did in the first. Clearly, across the college, participation in the Project is perceived as valuable.

The national conference, "Critical Literacy: Teaching Reading, Writing, and Thinking Across the Curriculum," which was designed and organized by participants in the CLP, has also had an impact on the college. Asked to evaluate their experience, conferees were consistently very positive, even lavish in their praise.(See Appendix C) As a consequence of the conference, Oakton has become more visible in higher education. Similarly, and more immediately important, high school faculty members from Oakton's service-area who attended the conference have told CLP participants that they gained new, strong respect for the college as a result of the conference.

Impact On Participants

In the Fall of 1988, Dr. Bers also surveyed faculty members who participated in the first and second generations of the CLP. An institutionally-developed questionnaire elicited data about (1) the degree to which participants used elements of critical literacy prior to and then as a

result of their participation in the Project; (2) the extent to which they have used teaching strategies learned as a result of participating; (3) the extent to which they have worked with CLP "resource faculty" and the value they perceive that work to have had; (4) the impact they believe the CLP had on them as teachers; (5) the extent of their involvement in the CLP; and (6) whether, and in what ways, they believe their students have shown improvement as critical thinkers and as independent learners. The questionnaire also gave participants an opportunity to comment on their experience with the Project, to describe changes they believe should be made in it, and to communicate directly to FIPSE any statement they would like on any aspect of the CLP. (See Appendix L for a copy of the questionnaire and a summary of participants' responses.)

Of the thirty-five faculty members who received the questionnaire, twenty-eight responded. Almost to a person they rate the overall impact of the CLP on them as "very positive," indicate that they were "very actively involved" in it, and evaluate the Project very highly.

Not surprisingly, many indicated that, before their involvement in the Project, they knew something about critical thinking, had their students do some writing, used reading interventions and collaborative learning some of the time, saw some value in using informal logic, sequenced some assignments, knew something about differences in learning styles and sometimes were responsive to them, and saw the importance of cognitive learning theories for helping them understand their students as learners. However, virtually every faculty member indicated a significant and sometimes dramatic increase in his/her use of each of those aspects of teaching critical literacy as a result of his/her participation in the Project.

As valuable as faculty members found what they learned about teaching

critical literacy to be, what they found most valuable, what they most got from their involvement in the Project, was energy, community, and commitment. As part of the questionnaire, participants were asked to rate their agreement with fifteen statements about what happened for/to them as a result of their imvolvement with the Project. The four statements with the highest mean scores (7 on a scale of 1-8) were:

-- I became committed to incorporating the teaching of critical thinking skills into at least one of my courses.

-- I found talking with my colleagues about designing assignments helpful.

-- I became more energized and more enthusiastic about teaching.

-- I established valuable relationships with colleagues.

Those sentiments are confirmed by another section of the questionnaire, which invited participants to comment freely on their experience with the CLP. While they provided a range of comments ("I found the guest speakers useful," or "My involvement mostly confirmed the value of what I already do," or "I thought having food at every session was an extremely good idea because it made things friendlier"), a significant number of faculty members agreed on three:

-- involvement in the CLP renewed their enthusiasm for the classroom. "It brought me back to life as a teacher," said one, speaking for many.

-- it had a positive impact on their relationships with colleagues in general-- increased their tolerance of differences and renewed their respect.

-- it caused them to think again, and then again about their role as a teacher and what they do in the classroom.

While, surely, there are many reasons why the experience of CLP participants has been uniformly positive, clearly one of the key reasons is the work

each did with the faculty resource people. Well over half the members of the first and second generations met privately with Lynda Jerit to think through and then design assignments and assignment sequences. On the questionnaire, they were asked to indicate how helpful their work with Jerit was, and the mean score of their responses (on a scale of 1-8) was 6.5. An even greater number of faculty members worked with Sylvia Stathakis to examine their teaching methods, refine them, and try out new ones. Again, participants were asked to indicate how helpful their work with Stathakis was. The mean score of their responses was 7.0.

The fact that participants in the CLP functioned so usefully as resource faculty is as much a reflection of the quality of the Project as it is a reason for it. During the first year, other participants grew to be additional resource faculty. Helen Ward Page became the resident expert on cognitive learning theories; Marilee McGowan joined Pam Drell as a resource that faculty members could turn to for help designing reading interventions and, in addition, became resident expert on learning styles in general and on how faculty can use the Meyers-Briggs Type Indicator test to understand students as learners. Bill Taylor, trained by Sylvia Stathakis, became a second resource for participants who want to improve teaching methods and, in addition, now teaches participants "the feedback lecture," and helps them improve question-asking techniques. Finally, participants from each generation are frequent guests at Seminar and Workshop sessions for each succeeding generation where their share with colleagues the methods and assignments they have come to use as a result of their involvement in the Project.

Impact On Students

Although in the original proposal the plan was to have students evaluate the impact of the CLP on them, for a number of reasons, this was not done. First, too few teachers actually told their students the class would be taught using the strategies of critical literacy, so students would not necessarily be aware of what they were being asked to evaluate. Second, while faculty members tried one or two strategies, not very many redesigned an entire course. The amount of time and planning required for that were simply much greater than had been anticipated. (Over time, however, participants expect that more strategies for teaching critical literacy will be incorporated into their courses so that, eventually, whole courses will reflect the perspectives of the CLP.) Finally and most powerfully, participants in the Project had strong reservations about trying to measure too much too soon; they felt they were just beginning to try out critical literacy strategies and that the college would be rushing things if it began measuring their impact on students this early, and those sentiments applied to both standardized tests and a locally-designed alternative suggested by Dr. Bers. Thus, questionnaires for students were not designed.

As an alternative, however, faculty members who participated in the Project were asked to indicate whether, and in what ways, they experienced improvement in their students' ability to think critically and/or in their ability to be independent learners. While many acknowledged that this was difficult to measure, or in any sense be certain about, and while a few said they thought they saw only marginal improvement, if any, most said they believed students changed significantly. In particular, participants noted that students:

-- are now more aware of the importance of thinking critically and learning independently. (Asked one student, "Why didn't other teachers make me think this way in high school?")

-- are paying more attention to their thought processes and the thought processes of others, comparing them, and learning from the differences they see.

-- are asking more and better questions.

-- give better developed, more focused answers to essay questions.

-- are more logical and better at problem solving, especially at solving math problems.

-- are much better at reading and understanding the textbook on their own.

Said one participant, with bell-ringing clarity that echoes the experience of many others, "I expect more from students. I model what I expect. I am finally ridding myself of the Atlas Complex."

Was it valuable? Was supporting the Critical Literacy Project a wise and worthwhile investment for FIPSE to have made? From here, at Oakton, the answer couldn't be much clearer.

Certainly there are ways in which the Project could, even should, have been better. In their responses to the questionnaire, participants suggested that its goals and its expectations of faculty members be made clearer; that sessions be run in a way that "practices what 'crit. lit.' preaches"--that is, the Seminar should set up a process for learning, let "students" discover on their own or in groups, and lecture only as much as is necessary; and that there should be more dialogue among participants, more sharing of ideas, plans, and experiences. In retrospect, it is clear that the planning committee needed to bring in more participants to help organize the

conferences; design and teach in the Seminar and the Workshop; plan, arrange logistics, and then lead workshops at other schools. Committee members have become overextended, and as a result, the consortium has not yet met or become active as a formal entity, there may not be a third annual national conference, and participants in the second and third generations may not have gotten the kind of individual attention they would have liked and that would have made their participation even stronger. Inevitably, too, in each generation, there have been one or two participants who have done less than others. While the planning committee has held on hard to the belief that faculty members who appear to be doing less may, in fact, be doing work that simply isn't yet apparent, or may have ideas germinating that will, later, emerge, it is simply true that the Project has been less useful for some than for others; some have pressed hard, others have coasted.

However, there is much to report that goes beyond that. Good teachers have become better teachers; tired and even not-so-tired teachers have new energy, new commitment; crucial, central elements in undergraduate education, the abilities to think critically and to learn independently, have found rich soil and become major players in the curriculum of this school; faculty have grown, become presenters and workshop leaders and resources for their colleagues; and, among the faculty, there is a camaraderie, a tolerance, and a respect that is new and strong and welcome.

APPENDICIES

APPENDIX A

Critical Literacy Project Designers:

Lorenz Boehm, Associate Professor, English

Pam Drell, Professor, English

Lynda Jerit, Professor, English

Marilee McGowan, Assistant Professor, English

Lyn Page, Associate Professor, English

Sylvia Stathakis, Associate Professor, English

Bill Taylor, Professor, Political Science

Marilyn Appelson, Director of College Development

Richard L. Storinger, Dean, Communications Division

Rosanne Sunday, College Development Grant Writer

APPENDIX B

Critical Literacy Project Participants:

Fall 1986-Spring 1987

Juele Blankenburg, Instructional Support
Lorenz Boehm, English
Phyllis Deutsch, Instructional Support
Pam Drell, English/Reading
Lynda Jerit, English/Theater
Carole Frankfurter, Mathematics
George Heyman, Accounting
Susan Maltese, Library
Marilee McGowan, Enrollment/Adult Re-entry Assistant
Mary Ann McKeever, English/ESL
Lyn Page, English
Alan Rubin, Psychology/Counselor
Laura Saret, Data Processing
Sylvia Stathakis, English
Bill Taylor, Political Science
Terry Trobec, Biology

Summer 1987-Fall 1987

Greg Baldauf, Psychology/Counselor
Anna Marie Brummett, Office Systems Management
Jim Bush, Psychology/Counselor
Tom Conway, History
Cindy DeBerg, Medical Records Technology
Luther Dowdy, Psychology/Counselor
Carole Kleinberg, Speech/Theater
Lynn Lewis, Medical Laboratory Technology
Mike Matkovich, Physics/Mathematics
Ed. Michigan, Physics/Mathematics
Mike Milstein, Accounting
Jim O'Shea, Law Enforcement
Monica Patel, Humanities
Pam Schmidt, Data Processing
Grayson Woodbury, Economics

Fall 1988-Spring 1989

Gail Albracht, English
Trudy Bers, Sr. Director Institutional Research,Curriculum, and Strategic Planning
Mary Sextro Black, Early Childhood Development
Joan Boggs, Psychology
Wally Bobkiewicz, Psychology

Charmaine Finnegan, Nursing
Frank Fonsino, History
Beverly Friend, English/Journalism
Liz LeBlanc, English
Jerry Maas, Chemistry
Rudy Maglio, Mathematics/Geography
Mike Maloney, Psychology/Counselor
Jill Mawhinney, Psychology/Counselor
Peg Oesterlin, Early Childhood Development
Leona Rowen, Data Processing
Toni Rowitz, English/Speech
Mary Low Wasseluk, Nursing
Tom Witte, Electronics

APPENDIX C

1988 Conference Evaluations:

As part of our FIPSE grant commitment, Oakton Community College sponsored a conference on Critical Literacy at the Allerton Hotel in Chicago on April 21-23, 1988. Two hundred fifty faculty from all over the country participated. Eighty of them acceded to our request for an evaluation of the conference. Following is a synopisis of those evaluations.

We asked the participants to indicate the type of school at which they taught. One taught at the elementary level, two in high school, fifty-four in community colleges, and twenty three in four year colleges or universities.

When asked what they expected to get from the conference, respondents indicated a wide range of expectations, all of which were entirely appropriate to the purposes of the conference. Some typical responses were:

- insights into how to teach thinking skills,
- personal help for my own teaching,
- practical applications I can take back and use in my own classroom,
- exposure to recent developments in writing across the curriculum,
- an overall idea of how other institutions are approaching this area,
- the role of critical thinking across the curriculum and its benefits,
- techniques (practical) to get students to think critically, and the names of resource people in the field,
- to be stimulated and motivated.

When asked if their expectations had been met, not one respondent said no.

Most simply said yes, but many indicated that they were more than met.

We also asked: "With regard to the overall content, speakers, and format, what did you like <u>best</u> about the conference?" Some representative responses were:

- I especially liked the format of overview followed by workshop,
- the schedule was civil; there was enough time to reflect/digest,
- the balance between philosophical and practical considerations,
- the keynote speakers and the quality of the breakout sessions,
- the range and integration of the topics covered;
- the overall atmosphere was professional without being cold and elitist; congenial without being clubby;
- the conference was free of education jargon and silliness;
- the speakers were among the best I've heard;
- it was much more practical than I expected; I was pleasantly surprised;
- I liked the variety of topics/subjects covered -- the balance -- and the practical applications.

- most workshops I attended were filled with valuable and practical information for how to develop a critical skills program;
- I loved it;
- I am delightfully satisfied with the conference;
- I consider this to be one of the best (if not the best) professional conference I have ever ttended in twenty-five years of teaching.

We wlso asked "With regard to the overall content, speakers, and format, what did you like least about the conference?" The most common response was not to register a complaint about the conference itself but about the hotel and conference facilities (their complaints were fully justified). The next most common kind of complaint dealt with an individual presenter whom this or that respondent was unhappy with. Beyond that, some representative comments were:

- there were not enough copies of handouts to go around,
- the conference focused heavily on English,
- I expected detailed, exact instruction on how to implement in a practical way the ideas of thinking and writing across the curriculum; I did not get as many details as I wanted; a lot of it -- too much -- was general,
- not enough for science and health areas,
- I expected to be approached from the position of one who has been teaching critical thinking for several years; instead, I feel the conference catered mainly to the "new" instructors, on a "how to" basis.

Interestingly enough, one of the more common complaints was in reality a compliment; a number of respondents indicated that we had offered them too many good choices, and this made it difficult for them to go to one workshop session knowing that there were several others they would like to be attending at the same time. In response to this complaint, after the conference we made it possible for the participants to purchase (at cost) audio tapes of any of the sessions they were interested in.

We asked the respondents to comment on the sessions that were most and least effective for them. Every session was mentioned at least once as having been

most effective, while many were also mentioned by others as having been the least effective. In general, respondents tended to give a longer list of "most effective" than of "least effective" sessions.

Finally, we asked: "In comparison with other professional conferences of this type, how would you rate this one?" One responded skipped this question and none marked "poor." Two indicated that it was only fair, with one of those marking "fair to good." Nine marked "good" and twenty-seven "very good," with one of these inserting "very good to excellent." Forty-one marked "excellent."

On the whole we were very pleased with the evaluation of the seminar. What especially pleased us, and we think should especially please FIPSE, was the many respondents who specifically mentioned the Oakton presenters as a group and indicated that their workshops were "outstanding," "of an especially high quality," and "very useful." Since these presentations were an outgrowth of the Critical Literacy Project, we feel that this helps validate your faith in us.

CRITICAL THINKING

Real Students, Real Classrooms

The Second Annual Working Conference featuring practical methods of imparting critical thinking skills in the classroom

April 13-15
Pre-Conference Seminars April 12
Holiday Inn Mart Plaza
Chicago, Illinois

The Critical Literacy Project at Oakton Communtiy College: Reading, Writing, and Thinking across the Curriculum

CHANGE

In the decades since most of us were freshmen, unprecedented change has redefined not only what we teach, but who we teach. Today, increasingly diverse student populations challenge us to understand learners and learning as never before; classrooms transformed by technology challenge us to transform our thinking and our pedagogy.

As we prepare for the twenty-first century, experience suggests that while we cannot precisely predict the next wave of change—it will come. And whatever challenge it brings will best be met by those who know how to learn, how to communicate knowledge, how to reason soundly, and how to think critically.

***Critical Thinking: Real Students, Real Classrooms** is the Second Annual Conference sponsored by The Critical Literacy Project at Oakton Community College. Designed for faculty members from all disciplines, academic support personnel, and administrators, the program will address current theory and practices for teaching the skills and attitudes students need to think critically. This year's conference will additionally offer an important examination of the political, economic, ethical, and cultural factors which will shape American higher education in the 1990's.*

MAJOR PRESENTATIONS

- **Stirring Up Trouble in Higher Education**
  Neil Postman, New York University, author of *Amusing Ourselves To Death* and *Conscientious Objections: Stirring Up Trouble About Language, Technology, and Education.*

- **Critical Thinking and National Survival**
  Rexford Brown, Director of Communications, Education Commission of the States

- **Critical Thinking — The Role of Values and Ethics**
  Richard Paul, Sonoma State University, author, and Director of the Center for Critical Thinking and Moral Critique

- **Creative and Critical Thinking**
  Sharon Bailin, University of Manitoba, author and lecturer

- **Cultural Barriers to Critical Thinking**
  Michael Paige, University of Minnesota, Office of International Education

PRE-CONFERENCE SEMINARS APRIL 12

What is Critical Literacy?
A Freirean Approach to the Classroom

Brazilian Paolo Freire is one of the most influential educational theorists of the 20th century. In a participatory seminar, Ira Shor, Freire's long-term associate and author of *Freire for the Classroom*, will lead a dialogue on the theory and practice of critical literacy, followed by a presentation on Paolo Freire's critical pedagogy.

An Introduction to the Basics: Using Reading, Writing and Collaborative Learning to Teach Critical Thinking.

Members of The Critical Literacy Project at Oakton Community College will conduct a half-day workshop which will include a general introduction to critical literacy and specific applications and techniques for fostering critical thinking in any classroom.

WORKSHOPS

Over 30 workshops will offer materials, hands-on experience, and techniques for developing critical thinking abilities.

- **Designing Writing Assignments**
- **Teaching Problem Solving**
- **Making Collaborative Learning Work**
- **Using Reading to Teach Critical Thinking**
- **Critical Thinking in Voc-Tech Classes**
- **Writing and Math**
- **Business and Critical Thinking**
- **Multi-Cultural Awareness**
- **Right Brain Knowing**
- **The Classroom Climate: a Chilly One For Women**
- **Uses and Misuses of Hirsch and Bloom**
- **Critical Thinking and Visual Media**
- **Is Testing Counterproductive to Critical Thinking?**
- **Critical Thinking and the ESL Classroom**
- **Teaching Informal Logic**
- **Ethics and Power in the Classroom**
- **Administrative Support for Critical Thinking Programs**
- **Applying William Perry's Theories to Teaching the Sciences**
- **Cultural Bias and Testing**
- **Collaboration Between Teachers**

AMONG THE WORKSHOP LEADERS

Harvey "Smokey" Daniels, Co-Director of the Illinois Writing Project and author of *A Community of Writers.*

Bernice R. Sandler, Executive Director of the Project on the Status and Education of Women and co-author of "The Classroom Climate: a Chilly One For Women."

Monty Neill, Managing Director of The National Center for Fair and Open Testing. Co-author of *Fallout from the Testing Explosion.*

Ralph Johnson, Chairman of the Philosophy Department, University of Windsor. Editor of *Informal Logic.*

DATES

Thursday, Friday and Saturday, April 13 – 15
Pre-Conference Seminars – April 12

COST

Pre-Conference Seminars $50 per person

What is Critical Literacy? A Freirean Approach to the Classroom
April 12, 2 - 6 p.m.

An Introduction to the Basics: Using Reading, Writing and Collaborative Learning to teach Critical Thinking
April 12, 1 - 5 p.m.

Conference Registration:
The registration fee includes all conference materials, two continental breakfasts, brunch on Saturday, and two evening receptions. Participation is limited—please register early.

Conference Registration Fee:

$175	Single institutional representative
$160	Each add'l person from same institution
$150	Early registration—before March 1

LODGING

All conference activities will be held at the Holiday Inn Mart Plaza, 350 N. Orleans St., Chicago, IL 60654. (312) 836-5000

Conference Rate: $90 per night (single or double occupancy) available if you identify yourself as being with the "Critical Literacy Conference."

Registrants should make arrangements directly with the hotel.

INFORMATION

Alan Rubin, Conference Coordinator
Oakton Community College
1600 East Golf Rd.
Des Plaines, IL 60016
(312) 635-1910

REGISTRATION FORM

Name _____

Title _____

Institution _____

Address _____

_____

City, State, Zip _____

Phone (_____) _____

Pre-Conference Seminar (check one)

_____ A Freirean Approach to the Classroom

_____ Introduction to the Basics of Critical Thinking

Pre-Conference Seminars Fee $ _____

Conference Registration Fee $ _____

Make checks payable to
Oakton Community College

The Critical Literacy Project is sponsored by OAKTON COMMUNITY COLLEGE with support from the Fund for the Improvement of Post-Seconary Education (FIPSE).

SCHEDULE

Wednesday, April 12
Registration from 12 noon to 8 p.m.

1 - 6 p.m.	Pre-Conference Seminars
6 p.m.	Reception/Registration

Thursday, April 13/Friday, April 14
Registration throughout the day

7:30 a.m.	Continental Breakfast
8:30 a.m.	Welcome/Announcements
8:45 a.m.	Morning Keynote/Discussion
10:00 a.m.	Morning Workshops
11:30 a.m.	Lunch
1:30 p.m.	Afternoon Keynote/Discussion
3:00 p.m.	Workshops
4:30 p.m.	Reception

Saturday, April 15

9:00 a.m.	Breakfast
10:00 a.m.	Keynote: Neil Postman
11:15 a.m.	Conference Closing

CHICAGO

The North-Loop conference location has many outstanding features -

- **Walking distance to Michigan Avenue's "Magnificent Mile," fine dining, and Gallery Row**
- **Museums, theaters, live entertainment**
- **Spectacular architecture, Lake Michigan**

So file early, bring a comfortable pair of shoes along with your coat and spend some time getting to know "the third coast." Conference organizers will provide a visitors' guide of things to do during long lunch hours and evenings.

Critical Literacy Project
Alan Rubin, Conference Coordinator
Oakton Community College
1600 East Golf Road
Des Plaines, Illinois 60016

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CRITICAL LITERACY

Teaching Reading, Writing, and Thinking Across the Curriculum

April 21-23, 1988
The Allerton Hotel
Chicago, Illinois

Sponsored by
Oakton Community College
Des Plaines, Illinois

ON CRITICAL THINKING:

Close examination of any recent major study of American education will reveal that very few teachers are doing much to develop students' thinking skills.... This generation of teachers, like several generations before it, was never trained to teach thinking.... The expression "teaching thinking across the curriculum" does not mean introducing alien concepts and terms into a course or substituting new course content for existing content. Rather, it means focusing on the attitudes, habits, and intellectual skills common to all disciplines or specific to one discipline in such a way that students both understand how important contributors to the discipline reached their conclusions and solved problems, and acquire skill in reaching conclusions and solving problems.

Vincent Ruggiero

ON WRITING AS THINKING:

Writing should not be seen as a component or a byproduct or simply a long-term goal in our courses, but as the chief means of making meaning and thus of laying hold on the speculative instruments of one discipline or another. Writing, if it is supported by other language activity, can in turn lend support to speaking, hearing, and reading. If you think deliberately of writing as a bridge from reading assignments to lecture or from class discussion to reading, you can devise writing assignments spontaneously: those that spring from the Zeushead of class discussion are sometimes the most useful.

Ann Berthoff

ON READING AS THINKING:

Dialogue, of course, is centrally important to critical reading. In conversation we anticipate, interrupt, question, summarize what is being said; we repeat, deny, take back, and restate; critical reading ought to be like that. An efficient reader talks back to the book by writing, noting, summarizing, glossing — not by making pastel islands on every page with a yellow felt marker.

Ann Berthoff

ON COLLABORATIVE LEARNING:

Collaborative learning changes the roles in the classroom in order to actively engage the students in the learning process. Instead of being the repository of all knowledge, the teacher becomes as it were a master learner, a model who demonstrates to students how members of the discipline approach the problems and issues of the discipline. The role of the student changes too. Instead of passive learner, the student becomes actively engaged, learning in the process of interacting with other members of the class. Out of this the student learns that to be educated is to become a master learner, not an encyclopedia.

Tori Haring-Smith

SUMMARY SCHEDULE

WEDNESDAY, APRIL 20, 1988

7:00pm—9:00pm	Registration

THURSDAY, APRIL 21, 1988

7:30am	Registration Continental Breakfast
8:15am	Welcome Thomas TenHoeve, President, Oakton Community College
8:30am—9:45am	Overview of Critical Thinking: *Why Critical Thinking and Why Now* Vincent R. Ruggiero, State University of New York at Delhi
10:00am—11:30am	Panels/Workshops
11:30am—1:00pm	Lunch
1:00pm—2:15pm	Overview of Writing as Thinking: *The Sense of Learning* Ann E. Berthoff, The University of Massachusetts, Boston
2:30pm—3:45pm	Panels/Workshops
4:00pm	Reception

FRIDAY, APRIL 22, 1988

7:30am	Continental Breakfast
8:15am	The Critical Literacy Project: *Creating Competence and Community* Margaret B. Lee, Vice President for Curriculum and Instruction, Oakton Community College
8:30am—9:45am	Overview of Reading as Thinking: *The Role of Reading in Critical Thinking* Panelists: Ann E. Berthoff, Carl Klaus, and Vincent Ruggiero
10:00am—11:15am	Panels/Workshops
11:30am—1:00pm	Lunch
1:00pm—2:15pm	Overview of Collaborative Learning: *Using Collaborative Learning to Promote Critical Thinking* Tori Haring-Smith, Brown University
2:30pm—3:45pm	Panels/Workshops
4:00pm	Reception

SATURDAY, APRIL 23, 1988

9:30am	Breakfast Address: *Connected Knowing and Connected Teaching: An Argument for Uncritical Thinking* Blythe Clinchy, Wellesley College

THURSDAY MORNING, APRIL 21, 1988: CRITICAL THINKING

7:30am—8:15am Regency Room 23rd Floor	Registration Continental Breakfast
8:15am Regency Room	Welcome Thomas TenHoeve, President, Oakton Community College
8:30am—9:45am Regency Room	*Why Critical Thinking and Why Now* Vincent R. Ruggiero, State University of New York at Delhi
10:00am—11:30am Governor's Room 23rd floor	Panels/Workshops A. *Using Informal Logic in the Classroom* Ralph Johnson, University of Windsor This workshop will begin with an explanation of what informal logic is and how it relates to critical thinking. Following this a model of argument analysis will be given, along with some examples to illustrate it, concluding with suggestions about how to use that model in the classroom.
Board Room 23rd Floor	B. *Think, Think, Think: A Brief Introduction to Paired Problem Solving* Phyllis Deutsch and Juele Blankenburg, Oakton Community College This workshop will show how students can increase their power to analyze problems and comprehend what they read and hear. Techniques that are used by good problem solvers will be outlined, illustrated, and practiced. The skills learned can help students sharpen their ability to read and reason.
Presidential Room 3rd Floor	C. *Cognitive Development* Helen Ward Page, Oakton Community College Theories of cognitive development form a significant area of research and application in the study of critical thinking. The presentation will be a lecture/discussion and will begin with an introduction to concepts of developmental theory. It will then focus on the ideas of Piaget, Perry, and Basseches as they contribute to our understanding of how thinking skills develop.
Regency Room 23rd Floor	D. *Critical Thinking in the Vocational Classroom* Panel: Cindy DeBerg, Medical Records Technology; Pam Schmidt, Data Processing; Mike Milstein, Accounting, Oakton Community College Panel members will share methods and materials for teaching critical thinking skills in career-oriented courses.
V.I.P. Room 3rd Floor	E. *Informal Discussion* This room has been set aside as a forum for informal discussion among conference participants. It will be open during all breakout sessions.
11:30am—1:00pm	Lunch is on your own. Information about area restaurants is included in your conference folder.

THURSDAY AFTERNOON, APRIL 21, 1988: WRITING AS THINKING

1:00pm—2:15pm
Regency Room
23rd Floor

The Sense of Learning
Ann E. Berthoff, The University of Massachusetts, Boston

2:30pm—3:45pm
Board Room
23rd Floor

Panels/Workshops
A. *Techniques for Incorporating Writing Into Content Courses*
Harvey "Smokey" Daniels, National College of Education
An active workshop session during which participants will try out a few specific writing-to-learn activities, discuss ways of connecting these strategies to their own content areas, and receive a variety of handouts detailing writing-across-the-curriculum activities/methods.

Presidential Room
3rd Floor

B. *Writing, Learning, and Thinking: Sequencing Asignments Across the Curriculum*
Carl Klaus, University of Iowa
This presentation will explain how students' learning and thinking abilities can be developed by sequenced assignments that call on them to write recurrently about a particular subject or cluster of related subjects. Methods of sequencing assignments and of orchestrating them with other classroom activities will be illustrated by reference to materials from courses in the humanities, social sciences, and sciences.

Chairman's Room
3rd Floor

C. *Writing Across the Curriculum: Focus on Science*
David Hamilton, University of Iowa
This presentation/workshop will focus on writing and the study of science or science-like topics; the mental acts and kinds of critical thinking called forth in standard science reports and scientific research reports; the advantages and disadvantages of a science or science-like project for a research task; comparisons of thinking and writing in scientific research reports and narrative or argumentative reports; and a model sequence of written assignments on the topic of "The Wind."

Governor's Room
23rd Floor

D. *Critical Thinking Through Writing*
Panel: Carole Frankfurter, Math; Laura Saret, Data Processing; Bill Taylor, Political Science; Grayson Woodbury, Economics, Oakton Community College
Panel members will share methods and materials for using writing to promote critical thinking.

V.I.P. Room
3rd Floor

E. Informal Discussion

4:00pm
Regency Room

Reception
All conference participants are invited for appetizers, entertainment, and a cash bar.

FRIDAY MORNING, APRIL 22, 1988: READING AS THINKING

7:30am—8:15am
Regency Room

Continental Breakfast

8:15am
Regency Room

The Critical Literacy Project: *Creating Competence and Community.*
Margaret B. Lee, Vice President for Curriculum and Instruction, Oakton Community College

8:30am—9:45am
Regency Room

The Role of Reading in Critical Thinking
Panelists:
Ann Berthoff, Carl Klaus, Vincent Ruggiero

10:00am—11:15am
Regency Room
23rd Floor

Panels/Workshops
A. *Reading the Popular Press*
Ralph Johnson, University of Windsor
To be a critical thinker one must be able to deal critically with the mass media, which not only provide the "information" we use in our reasoning about the affairs of the world, but also have an agenda-setting function. This workshop will present illustrations of the need for approaching the offerings of the popular press with a critical mentality, along with suggestions about how to develop and preserve such a frame of mind in ourselves and in our students.

Governor's Room
23rd Floor

B. *Critical Reading and Thinking: Implications and Applications*
Lee Kolzow, Harper College, and Jane Lehmann, Elgin Community College
This workshop will explore the implications of deciding to teach critical thinking; it will provide specific strategies that can be used in the classroom and in reading assignments to strengthen students' ability to think critically.

Board Room
23rd Floor

C. *Reading Strategies That Enhance Critical Thinking*
Penne Deverey, College of Lake County
Summarizing, self-questioning, and graphic organizers are strategies that enable readers to analyze, integrate, and evaluate written material. Using text excerpts from various disciplines, participants will discuss and develop ways of incorporating these strategies into instruction.

Presidential Room
3rd Floor

D. *Taming the Blackboard Jungle*
James Krauss, Oakton Community College
Were you ever taught to use the blackboard? Does your current practice undermine your teaching because you treat the board like a giant piece of scratch paper on which you scribble at will? In an era of visual literacy, our most prominent teaching tool needs reconsideration. This workshop, led by a professor of Art and Graphic Design, will demonstrate how to use the board as a positive component of your teaching.

V.I.P. Room
3rd Floor

E. Informal Discussion

11:30am—1:00pm

Lunch is on your own. Information about area restaurants is included in your conference folder.

FRIDAY AFTERNOON, APRIL 22, 1988: COLLABORATIVE LEARNING

1:00pm—2:15pm
Regency Room
23rd Floor

Using Collaborative Learning to Promote Critical Thinking
Tori Haring-Smith, Brown University

2:30pm—3:45pm
Governor's Room
23rd Floor

Panels/Workshops

A. *Collaboration in the Writing and Editing Process*
Harvey "Smokey" Daniels, National College of Education
Collaborative learning is one of the oldest "new" ideas among classroom methodologies aimed at critical literacy. In this workshop participants will join in a brief demonstration, discuss possible applications of collaborative activities to their own content areas, and receive materials describing a variety of strategies for student collaboration.

Board Room
23rd Floor

B. *Question-Asking Techniques*
Brian Smith, College of Lake County
Good discussions don't just happen. In part, they are the result of questions that have been prepared carefully to elicit appropriate levels of thinking on the part of the students. They also result from the teacher's guiding the discussion to avoid bull sessions and other non-discussions. This workshop will deal with the techniques for conducting a fruitful class discussion.

Presidential Room
3rd Floor

C. *Learning Styles*
Marilee McGowan, Oakton Community College
This workshop will explore the connection between an instructor's awareness of students' learning styles (using the Meyers-Briggs Type Indicator) and the fostering of critical thinking in the classroom. Participants will take a quick inventory to determine their own learning style, followed by a brief exploration of the various learning style preferences and their impact on the design of classroom assignments and teaching methodologies.

Chairman's Room
3rd Floor

D. *The Guided Lecture*
William Taylor, Oakton Community College
Although the research shows that collaborative learning is more effective than class lectures, there are times when we need to lecture, especially in introductory survey courses. This workshop will suggest one way to incorporate some of the key elements of collaborative learning into the lecture class.

V.I.P. Room
3rd Floor

E. Informal Discussion

4:00pm
Regency Room

Reception: All conference participants are invited for appetizers, entertainment, and a cash bar. Books and articles by conference presenters will be on display.

SATURDAY, APRIL 23, 1988

9:30am — **Breakfast**

Address: *Connected Knowing and Connected Teaching: An Argument for Uncritical Thinking*
Blythe Clinchy, Wellesley College
Co-Author: *Women's Ways of Knowing*
In interviews many women students reveal a penchant for "connected knowing," a cognitive mode rooted in personal attachment to the subject matter and oriented more towards empathic understanding than critical analysis and evaluation. As teachers, we often ignore or suppress this approach in favor of the detached, impersonal methods that have gained the respect of the academy. Dr. Clinchy will argue that connected knowing is a rigorous, objective, and powerful procedure which we should respect and cultivate in our students and practice in our teaching.

11:30am — **Concluding Remarks**

CONFERENCE PLANNING COMMITTEE

Lorenz Boehm
Pam Drell
Carole Frankfurter
Lynda Jerit
Marilee McGowan
Alan Rubin
Sylvia Stathakis
Bill Taylor

Richard Storinger, Dean
Administrative Liaison

Made possible, in part, by a grant from
The Fund For the Improvement of
Post-Secondary Education

APPENDIX E

Oakton Faculty/Staff Development-Sponsored Speakers, Fall 1984-Spring 1986:

August 22, 1984. "Cognitive Reasoning Skills: An Introduction to the Methods of Art Whimbey and John Lockhead." Juele Blankenburg and Phyllis Deutsch, Oakton Learning Resource Center.

October 9, 1984. "Learning Styles: An Introduction to the 4MAT System." Bernice McCarthy, author of The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques.

November 8, 1984. "Developing Students Analytical Reasoning and Reading Skills." Art Whimbey, author of Intelligence Can Be Taught.

January 9, February 19, March 20, and April 23, 1985. "4MAT Learning Styles Seminar." Paige Perkins, Education Consultant, Excel, Inc.

January 10, 1985. "Grading Hints On Reading Student Papers For Non-English Faculty." Rinda West, Oakton faculty member.

October 15, 1985. "Assigning and Evaluating Written Work in Non-English Classes." Lynda Jerit, Oakton faculty.

January 9, 1986. "Understanding Understanding." Ruth Ellis.

March 14, 1986. "Critical Thinking Across the Curriculum." Russ Peterson, Brian Smith, and Penne Devere, College of Lake County, Grayslake, Illinois

APPENDIX F

I. Seminar Schedule for 1st Generation CLP, Fall 1986:

August 20	Opening Session: Introductions, overview, questions/answers, learning styles.
August 29	Critical Thinking: An Overview and a Discipilinary perspective--M. Neil Browne and Stuart M. Keeley, authors of Asking the Right Questions: A Guide to Critical Thinking.
September 5	Open Session (Open sessions will be used to discuss/process information and ideas provided by speakers and articles read.
September 12	An Overview of the Current World of Critical Thinking-- Kathryn Mohrman, Associate Dean of Brown University, Fellow at the Brookings Institute, and author/compiler of "A 'Road Map' of Critical Thinking."
September 19	Open Session
September 26	Every Teacher a Thinking Teacher-- Jane Lehmann, Director of the Learning Skills Center at Elgin Community College, and Lee Kolzow, Chair of the Learning Skills Program at Harper College, and co-author of Fundamentals of College Reading and Strategies for College Reading.
October 10	Open Session
October 14	Critical Reading Across the Curriculum-- Donna Ogle, Chair of the Reading and Language Department, National College of Education, creator of the video "Teaching Reading As Thinking," and reading editor of Career World.
October 17	Writing As Learning/Writing As Thinking-- James Marshall, Assistant Professor, University of Iowa, and author of "Schooling and the Composing Process" and "Process and Product: Case Studies of Writing in Two Content Areas."
**October 24	Writing Across the Curriculum: Methods and Assignments-- Harvey Daniels, Director of the Illinois Writing Project and author of Famous Last Words and A Writing Project: Writing Workshop.
	**Note: This session will rconvene after dinner.
October 31	Open Session

November 7	Harvey Daniels (return visit)-- a continuation of Writing Across the Curiculum: Methods and Assignments.
November 14	Teaching Critical Thinking Across the Disciplines-- Lucy Cromwell, Coordinator of the Analysis Department at Alverno College and co-author of Analysis and Communication at Alverno: An Approach to Critical Thinking.
November 21	Open Session.
December 5	Lucy Cromwell (return visit)-- Thinking in Disciplines: A Paradigm.
December 12	Final Session: review of Phase I, assessment, plan/prepare for Phase II.

II. Workshop Schedule for 1st Generation of CLP, Spring 1987

Jan. 9	Opening session: Coordinate and revise plans for Phase II. Recap Phase I.
Jan. 12-13	"Designing Sequences" Guest Speaker: Carl Klaus, author of Courses For Change In Writing.
Jan. 16	Workshop: Discussion of Critical Literacy Across the Curriculum at OCC.
Jan. 30	Workshop: We begin sharing the assignments/sequences we've designed to teach CT in addition to course regular content.
Feb. 13	Workshop: Discussion of assignments/sequences, second session.
Mar. 13	Workshop: Discussion of assignments/sequences. First discussion of Seminar design of Wave II.
Apr. 3	"Listening--a means to better learning/thinking. Guest Speaker: Mary Maloney.
Apr. 24	Workshop: Final discussion of assignments/sequences.
May 8	Final Session: Assessment/evaluation of Phase II; discussion of future sessions next fall. Video: "Those Who Can't," by Sylvia Stathakis.

Feb. 27 "Designing Assignments to Confront/Understand Values? Ethics"
Guest Speaker: Theresa Harbin-Lebeiko

**Note: On alternate weeks, when we don't meet in workshops, participants meet with Lynda Jerit to design assignments/sequences, or with Sylvia Stathakis to discuss methods of teaching or to do micro-teaching workshops.

III. Seminar Schedule for 2nd Generation CLP, Summer 1987

Orientation: May 11, 1987
Lunch 12:30 - 1:30
Meeting 1:30 - 3:00
Room 2628

Sessions: June 10 - July 27
MW 12:30 - 3:30
Room 2628

June 10: "Critical Literacy: An Overview"
Lyn Ward Page, English
Bill Taylor, Political Science

June 15: "Why Critical Literacy and Why Now"?
Guest Speaker: Ralph Johnson, co-editor of Informal Logic and co-author of Logical Self-Defense

"An Introduction to Learning Styles"
Marilee McGowan, Adult Re-entry Program

June 17: "Disciplinary Frameworks: What Kinds of Thinking Is Required In Our Disciplines?"
Bill Taylor, Political Science
Lyn Ward Page, English

"Problem Solving: It's Relationship to Critical Thinking"
Phyllis Deutsch, Instructional Support Services
Juele Blankenberg, Instructional Support Services

June 22:	"Reading As Thinking: The Reading-Writing-Listening-Speaking Connection" Pam Drell, English Marilee McGowan, Adult Re-entry Program
June 24:	"Reading Is Thinking: Understanding Textbooks, and Interviewing Between Students and Texts: Pam Drell, English Marilee McGowan, Adult Re-entry Program
July 1:	"Writing As Thinking: Attitudes Towards Writing" Panel: Terry Trobec, Biology Laura Saret, Data Processing Alan Rubin, Psychology Carole Frankfurter, Math
July 6:	"Writing As Thinking and Strategies For Teaching Thinking and Improving Learning" Lynda Jerit, English Guest Speaker: Steve Zemelman, co-director of the Illinois Writing Project and co-author of A Writing Project
July 8:	"More Strategies for Using Writing to Teach Thinking" Guest Speaker: Steve Zemelman returns
July 13:	Designing Writing Assignments and Sequences: A Workshop: Lynda Jerit, English Lorenz Boehm, Co-ordinator of CLP
July 15:	"Writing As Thinking: Workshop (continues) Lynda Jerit, English Lorenz Boehm, Co-ordinator of CLP
July 20:	"Collaboration As A Mode of Teaching Critical Thinking and Improving Learning" Alan Rubin, Psychology
July 22:	"Collaboration: Teachers' Support Network and Consultation Program" Sylvia Stathakis, English
July 27:	Final Session: Evaluation of Phase I and Plans for Phase II

August 21, 1987--10:00 AM

Guest Speaker: Vincent Ruggiero, author of The Art of Critical Thinking: A Guide To Critical and Creative Thought

Room 1540

IV. Workshop Schedule for 2nd Generation of CLP, Fall 1987

Aug. 28	Opening Session: Review of Phase I; discussion of plans for Phase II.
Sept. 11	We identify and briefly describe the critical literacy work we'll be doing during Phase II. Also: Group discussion: Towards Our Definition of Critical Thinking.
Sept. 25	Guest Speaker: Ralph Johnson (author of Logical Self-Defense) will talk on informal logic and on the critical thinking course he teaches at University of Windsor.
Oct. 9	Workshop: In small groups we share assignments /sequences we have designed.
Oct. 29	Guest Speaker: Robert Ennis (author of the Cornell Critical Thinking Test) will talk on designing tests that measure CT as well as the content of our disciplines.
Nov. 6	Workshop: Discussion of the relationship between self-esteem and learning/thinking. Guest Speaker: TBA. Or, Guest Speaker: Brian Smith (College of Lake Co.) will lead a workshop on question-asking/discussion leading as a pedagogy for teaching CT.
	**Monday, Nov. 9, Ann Berthoff on campus to give a talk to the entire faculty will meet with Project participants for lunch/ discussion. **Monday, Nov. 16, Torri Haring-Smith on campus.... (same as Nov. 9).
Nov. 20	Workshop: Second small group discussions in which we share and discuss our assignments/ sequences.
Dec. 4	Final Session: Assessment of Phase II and discussion of future plans.

Note: On alternate weeks, when we don't meet in workshops, participants meet independently with Lynda Jerit to discuss assignment/sequence designs, or with Sylvia Stathakis to discuss methods of teaching, or to do micro-teaching workshops.

V. Seminar Schedule for 3rd Generation of CLP, Fall 1988

12:30-3:30
Room 2643

August 26:	Opening Session: Introduction to Critical Literacy, overview, "Roadmap," cognitive learning theories Presenters: Bill Taylor and Lyn Ward Page
September 2:	Discipline Paradigms: What Is Critical Thinking In Your Discipline? Presenters: Bill Taylor and Lyn Ward Page
September 9:	Formal and Informal Logic: Two Keys To Teaching Critical Thinking. Presenter: Ralph Johnson, Chair, Philosophy Department, Universtiy of Windsor
September 16:	Thinking (Critically) About Learning Presenter: Marilee McGowan
September 23:	Probelm Solving: From Thinking to Thinking Critically Presenters: Juele Blankenburg and Phyllis Deutsch
September 30:	Presenters: Lee Kolzow, Harper College and Jane Lehmann, Elgin Community College
October 7:	"Reading" Texts Presenters: Panel of Oakton faculty TBA
October 14:	Pedagogies For Teaching Critical Literacy Presenter: Alan Rubin
October 21:	The Role of Writing in Teaching Critical Literacy Presenter: Alan Rubin

October 28:	Models and Menues Presenters: Lynda Jerit Panel of Oakton faculty TBA
November 4	Sequencing and Designing Assignments Presenter: Lynda Jerit
November 11	Veteran's Day (No School)
November 18	Workshopping Assignments and Sequences Presenter: Lynda Jerit
November 24	Thanksgiving (No School)
December 2	Collaboration Among Faculty: Teaching Consultation Presenters: Sylvia Stathakis and Bill Taylor
December 9	A Final Look At Reading A Final Look Looking Forward, Finally

APPENDIX G

SAMPLE ASSIGNMENTS

Pamela Schmidt Critical Literacy Seminar July 1987

Possible assignments for DPR109: Database Applications for Microcomputers; most commonly an 8 week class, meeting twice a week for 1 hour of lecture and 2 hours of lab

#1. Day 1

Part A. write on the board:
What is a database? What do you know about databases?

put individual thoughts/answers on paper - 5 minutes
poll class, put answers on the board, discuss

Part B. with a partner:
What databases do you use in day to day life?

discuss with your partner and list on paper
again, poll and put on board

Part C. Which of these databases (from B still on board) could be computerized? What do you think the advantages and disadvantages of computerization would be?

discuss in groups of 3 - 4 people, record answers,
full class discussion of each groups answers

#2. Ongoing throughout semester

Take a 5 to 10 minute break during lab for entries in a journal.

List what you've learned today on left side of paper...new concepts, commands, etc. These are things you can remeber without looking at your notes or the book.

On the right side of the paper, put down your personal reactions to class...good, bad, fears, confusions, etc.

Once a week, I'll go through the left side of the journals and return them the same day.

#3. A final project, last 2 weeks of class

Go back to the databases from Day 1, parts B and C. Assign groups of 3-4, each group picks one of the databases.

A. Design a data structure, enter it, key in sample data, and produce a report from the generator or a simple command file.

B. Write a short report of the group's work experience. How much time was involved, did you redesign, efficiency, ease of use, was it a worthwhile computerization of a database, would you use it at home or work, etc.

C. Present your project to the class. Demonstrate on the overhead screen in the lab. Summarize your report orally to the class. Answer any questions from other class members.

I would grade this with full project credit, one of 5-6.

MAT 120, Intermediate Algebra, Sequencing Assignments — Adele LeGere

Unit: Motion problems with specified time relationships

Assignment 1 (in class): Identifying patterns

Pattern 1: $t_1 + t_2 =$ total time

Pattern 2: $t_1 = t_2$ (equal times)

Pattern 3: $t_1 = t_2 +$ constant (other time relationships)

Identify the pattern in problems 1-3 below. Write 1-2 sentences for each problem explaining how you made your selection; be sure to include recognizing and interpreting key phrases.

1. If a car had traveled four miles faster than it actually did over a 224-mile trip, the time saved would have been one hour. How long did it actually take the car to make the trip?
2. An airplane has a six-hour supply of fuel. How far can it fly at 180 mph, and then return at 140 mph, before running out of fuel?
3. A boat traveled one km upstream and one km back. The time for the round trip was one hour. The speed of the stream was two km per hour. What was the speed of the boat in still water?

Assignment 2: Setting up and solving problems

For problems 1-3 below first identify the appropriate pattern. Give an algebraic name (distance ÷ rate) for each time. Set up the initial equation and solve. Check your answer.

1. A bus traveled at its normal speed to complete a 400-mile trip on schedule. On the return trip weather caused the bus to reduce its normal speed by ten mph, and the bus was two hours late getting back. Find the normal speed of the bus.
2. Paul drove 192 miles and then back in fourteen hours of actual driving time. His rate going was eight mph faster than his rate returning. How long did it take him to return?
3. The speed of a freight train is thirty mph slower than the speed of a passenger train. It takes the same amount of time for the freight train to travel 150 miles as it does for the passenger train to travel 200 miles. Find the speed of each train.
4. Write a paragraph describing your experience in doing these problems. Include what you found easiest and what you found most difficult.

Assignment 3: Creating word problems

Create a word problem for each of the three basic time patterns. Give only essential information. Your problem sheet will be assigned to another student to be solved. On a separate sheet:

1. Re-write each problem.
2. Identify its pattern.
3. Set up the initial equation.
4. Solve and check.
5. Circle your final answer.
6. Write a paragraph describing your experience in doing this assignment.

MRT 130 Health Statistics and Registries

Assignment #1

On a 5 x 8 card -- Describe your feelings about taking this course. Include two things you hope to learn.

Assignment #2

1 page, double-spaced, typed paper -- Explain the role and responsibility which a medical record practitioner assumes for health information in a hospital.

Assignment #3

1 page, double-spaced, typed paper -- Attached you will find two tables from an AMRA Manpower Survey which refer to the average wages paid for credentialed and non credentialed coders. What conclusions can you draw about salary variances between the two groups. What cautions would you suggest users of this data observe. Based on the information in the tables, where would you work if you could live anywhere?

Figure 7

Average Wage of Credentialed RRA or ART Coder by State

State	Respondents		Less than $8.00		$8.00-$8.99		$9.00-$9.99		$10.00-$11.99		$12.00 and Over	
	#	%	#	%	#	%	#	%	#	%	#	%
AK	5	4	1	20.0								
AL	24	19	6	25.0	6	25.0	8	33.3	4	16.7	2	40.0
AR	14	11			4	28.6	4	28.6	3	21.4	3	21.4
AZ	23	19	2	8.7	1	4.3	10	43.4	7	30.4	1	13.0
CA	109	88					6	5.5	16	13.0	18	44.0
CO	20	16	1	5.0	2	10.0	6	30.0	8	40.0	1	5.0
CT	5	4							2	40.0	1	20.0
DC	3	2					1	33.3	2	66.7		
DE	1	1							1	100.0		
FL	54	44			6	11.1	20	37.0	18	33.3	9	16.7
GA	37	30	4	10.8	7	18.9	11	29.7	10	27.0	5	13.5
HI	7	6			1	14.3	1	14.3	1	14.3	3	42.9
IA	38	31	5	13.2	13	34.2	13	34.2	7	18.4		
ID	11	9	2	18.2	4	36.4	3	27.3	1	9.1	1	9.1
IL	67	54	3	4.5	6	9.0	14	20.9	38	56.7	5	7.5
IN	27	22	1	3.7	3	11.1	12	44.4	9	33.3	2	7.4
KS	29	23	1	3.4	6	20.7	11	37.9	8	27.6	2	6.9
KY	19	15	4	21.1	4	21.1	6	31.6	4	21.1	1	5.3
LA	17	14			4	23.5	4	23.5	4	23.5	5	29.4
MA	29	23			1	3.4	5	17.2	16	55.2	4	13.8
MD	9	7			3	33.3			5	55.6	1	11.1
ME	4	3					4	100.0				
MI	46	37			2	4.3	11	23.9	28	60.9	5	10.9
MN	36	29			6	16.7	14	38.9	12	33.3	2	5.6
MO	36	29	3	8.4	3	8.3	7	19.4	16	44.4	6	16.7
MS	15	12	1	6.7	6	40.0	4	26.7	4	26.7		
MT	7	6					2	28.6	2	28.6	2	28.6
NC	28	21	1	3.8	8	30.8	7	26.9	7	26.9	3	11.5
ND	10	8			2	20.0	1	10.0	7	70.0		
NE	19	15	2	10.5	3	15.8	4	21.1	8	42.1	2	10.5
NH	9	7			2	22.2	2	22.2	4	44.4	1	11.1
NJ	13	10			1	7.7	2	15.4	7	53.8	3	23.1
NM	7	6	1	14.3					4	57.1	1	14.3
NV	5	4					2	40.0	3	60.0		
NY	48	39	3	6.3	4	8.3	13	27.1	10	20.8	10	20.8
OH	49	40			5	10.2	12	24.5	28	57.1	4	8.2
OK	16	13			1	6.3	6	37.5	7	43.8	1	6.3
OR	20	16			2	10.0	6	30.0	9	45.0	3	15.0
PA	49	40			4	8.2	13	26.5	23	46.9	6	12.2
PR	4	3	1	25.0			3	75.0				
RI	1	1	1	100.0								
SC	16	13	1	6.3	1	6.3	3	18.8	7	43.8	4	25.0
SD	13	10	2	15.4	2	15.4	7	53.8			1	7.7
TN	25	20	2	8.0	5	20.0	4	16.0	11	44.0	3	12.0
TX	77	62	3	3.9	6	7.8	23	29.9	34	44.2	7	9.1
UT	5	4			1	20.0	1	20.0			3	60.0
VA	24	19	1	4.2	5	20.8	6	25.0	8	33.3	4	16.7
VT	1	1							1	100.0		
WA	37	30			1	2.7	8	21.6	22	59.5	4	10.8
WI	55	44			9	16.4	22	40.0	19	34.5	2	3.6
WV	10	8			2	20.0	5	50.0	2	20.0	1	10.0
WY	6	5							3	50.0	2	33.3
Canada	2	2									2	100.0
Total	1,239	99.9	57		152		227		470		175	

Figure 8
Average Wage of Non Credentialed Coder by State

State	Respondents		Less than $6 00		$6 00-$6 99		$7 00-$7 99		$8 00-$9 99		$10 00-$11 99		$12 00 and Over	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
AK	8	5	1	12 5										
AL	16	11	7	43 8	4	25 0	2	12 5	2	25 0	4	50 0	1	12 5
AR	31	21	19	61 3	7	22 6	5	16 1	7	12 5	1	6 3		
AZ	19	13	4	21 1	4	21 1	9	47 4	2	10 5				
CA	127	86	2	1 6	13	10 2	19	15 0	56	44 1	35	27 6	2	1 6
CO	23	15	7	30 4	2	8 7	5	21 7	7	30 4	2	8 7		
CT	13	9					3	23 1	8	61 5	2	15 4		
DC	5	3							4	80 0	1	20 0		
DE	1	1	1	100 0										
FI	60	40	9	15 0	22	36 7	19	31 7	10	16 7				
GA	54	36	23	42 6	16	29 6	8	14 8	7	13 0				
HI	9	6	1	11 1	1	11 1	1	11 1	5	55 6	1	11 1		
IA	34	23	19	55 9	11	32 4	4	11 8						
ID	8	5	6	75 0	1	12 5			1	12 5				
IL	76	50	14	18 7	26	34 7	20	28 7	14	18 7			1	1 3
IN	48	32	8	16 7	24	50 0	11	22 9	4	8 3			1	2 1
KS	25	17	13	52 0	5	20 0	7	28 0						
KY	26	17	9	34 6	6	23 1	8	30 8	2	7 7			1	3 8
LA	32	21	9	28 1	11	34 4	12	37 5						
MA	36	24	3	8 3	7	19 4	9	25 0	13	36 1	4	11 1		
MD	18	12	4	22 2	5	27 8	3	16 7	6	33 3				
ME	11	7	3	27 3	4	36 4	2	18 2	1	9 1	1	9 1		
MI	43	29	3	7 0	8	18 6	11	25 6	20	46 5	1	2 3		
MN	30	20	5	16 7	13	43 3	7	23 3	2	6 7	3	10 0		
MO	41	27	19	46 3	10	24 4	7	17 1	4	9 8	1	2 1		
MS	13	9	10	77 0	1	7 7	2	15 4						
MT	9	6	1	11 1	5	55 6	1	11 1	2	22 2				
NC	39	26	13	33 3	15	38 5	5	12 8	6	15 4				
ND	8	5	3	37 5			4	50 0			1	12 5		
NE	18	12	8	44 4	5	27 8	2	11 1	3	16 7				
NH	14	9	6	42 9	2	14 3	3	21 4	3	21 4				
NJ	34	23	1	2 9	4	11 8	12	35 3	15	44 1	1	2 9	1	2 9
NM	16	11	6	37 5	5	31 3	3	18 8	1	6 3	1	6 3		
NV	8	5	1	12 5		37 5	2	25 0	2	25 0				
NY	69	46	11	15 9	8	11 6	10	14 5	19	27 5	19	27 5	2	2 9
OH	53	36	11	20 8	10	18 9	19	35 8	12	22 6	1	1 9		
OK	18	12	8	44 4	5	27 8	4	22 2	1	5 6				
OR	18	12			6	33 3	5	27 8	6	33 3	1	5 6		
PA	80	54	7	8 8	17	21 3	27	33 8	25	31 3	3	3 8	1	1 3
PR	5	3	5	100 0										
RI	6	4	1	16 7	2	33 3	3	50 0						
SC	17	11	8	47 1	6	35 3	1	5 9	1	5 9	1	5 9		
SD	15	10	8	53 3	2	13 3	5	33 3						
TN	35	23	15	42 9	10	28 6	9	25 7	1	2 9				
TX	100	67	32	32 0	33	33 0	18	18 0	14	14 0	3	3 0		
UT	8	5			2	25 0	2	25 0	4	50 0				
VA	36	24	10	27 8	14	38 9	7	19 4	5	13 9				
VT	3	2	1	33 3	1	33 3			1	33 3				
WA	22	15	2	9 1	3	13 6	8	36 4	7	31 8	2	9 1		
WI	29	19	6	20 7	11	37 9	8	27 6	3	10 3	1	3 4		
WV	18	12	3	16 7	7	38 9	7	38 9	1	5 6				
WY	6	4	1	16 7	2	33 3	1	16 7	2	33 3				
Philippines	1	1	1	100 0										
Total	1,491	99 5	368		379		340		304		90		10	

OST 123
WORD PROCESSING ON A MICROCOMPUTER
ASSIGNMENT A

Edit document "a" already recorded on your disk according to the following directions:

1. For each editing instruction given below, determine and list the appropriate function to accomplish the task.

2. For each function identified above, list each of the steps necessary to accomplish the function.

3. Edit the document by following each of the steps you listed under item 2 above for each function identified.

4. Write a few sentences explaining how well you were able to follow your instructions under item 2, and whether or not the document has been edited as instructed.

5. Determine whether or not you wish to alter the steps listed in item 2 above, and if so, indicate how you would change them.

The assignment would consist of a short document already recorded on the student's disk, and the editing instructions would consists of three or four simple functions.

This assignment would be given several weeks into the course and after students had learned those functions used in the editing process.

OST 123
WORD PROCESSING ON A MICROCOMPUTER
ASSIGNMENT B

Edit document "b" you have already recorded according to the following directions:

1. For each editing instruction given below, determine and list the appropriate function to accomplish the task.

2. For each function identified above, list each of the steps necessary to accomplish the function.

3. Break up into groups of three and discuss the answers you wrote for items 1 and 2. From these answers arrive at one list of steps.

4. Return to you workstation and edit the document by following each of the steps you listed under item 3 above for each function identified.

5. Write a few sentences explaining how well you were able to follow the instructions under item 3, and whether or not the document has been edited as instructed.

The assignment would consist of a two-page document the student had already recorded, and the editing instructions would consists of three or four more complex functions.

This assignment would be given several weeks after assignment"a" and after students had learned these functions used in the editing process and had other opportunities to edit and record documents.

Part I

Oakton Community College

Date:

To:

Subject: Keeping a journal

(1) Carry yourself back in time to 1800 or 1830. Imagine yourself to be a farmer, a merchant, a sailor, a speculator a frontiersman, etc. (2) Then in the first person express your feelings or reaction to Jefferson or Jackson as a leader. As compared with others such as The Federalists (3) Write up to 10 min without concern for perfect form grammar etc. [This will be read but not graded]

(4) Follow up this writing with an exploration of the text etc in search of evidence about what Jefferson tried to do (or Jackson)

Thomas G. Conway
Professor of History
Office: 2226
635-1862

Physics 221
E.G.M.

HOOKE'S LAW Experiment

When an elastic material is stretched it tends to return to its original form - this is ELASTICITY. If the stretching exceeds the elastic limit we move into the PLASTIC region.

The one-dimensional Hooke's Law equation is:

$$F = -kx$$

where F = restoring force
x = displacement
k = spring constant (stiffness of spring)

Perform the experiment and investigate Hooke's Law.

In your laboratory report

1) Briefly review theory (write down pertinent equations
2) Tabulate data
3) Graph elongation of the spring versus force

Write a short paragraph as to how the experimental data does support theory. Also give an interpretation of the intercepts in your graphs. Since we have learned that the spring force is a conservative force, what would you say about the total energy of the system? In your conclusion give some critical analysis as to how one can improve the experiment.

LEARNING TO WRITE/ WRITING TO LEARN

Some assignments for Composition 052

Lyn Ward Page

Spring, 1987

SUMMARY OF ASSIGNMENT	READING/OTHER SOURCE	PROBABLE FORM	LEVEL OF THINKING
#1: Tell the story of the best learning experience you've ever had. It may have been in school, outside of school, alone or with others. Explain what happened and why it was important to you.	"Water" selection from Autobiography, Helen Keller	narrative	application
#2: Tell the story of the worst, or least successful learning experience you've ever had. It may have been in school, outside of school, alone or with others. Explain what happened and why it was important to you. Be sure to include specific, sensory details that will make the experience vivid for your reader.	"Nagasaki," August 9, 1945 Michaito Ichimaru	narrative	application
#3: (After taking Myers-Briggs) Your Myers-Briggs "type" consists of a four-letter code. Look at the attached descriptions and decide whether the information for your type seems to fit you. Describe a real situation which demonstrates how your type is or isn't reflected in your actions.	Myers-Briggs test and learning styles chart	narrative/ descriptive	analysis
#4: Describe a "stuffing-in" or "drawing-out" course that worked well for you. Can you relate any of the reasons why to your Myers-Briggs type?	"What True Education Should Do," Sydney J. Harris	descriptive	analysis
#5: Classify the students around you at Oakton, either seriously or humorously, and, if you want to, include some reference to Myers-Briggs types. (note: audience, #s1-5,is colloquial)	"How do we find the Student in a World of Academic Gymnasts and Worker Ants?" James T. Baker	expository-- classification	analysis
#6: Teach a process with which you're familiar to a general reader. You may use numbered steps. Explain whether you're "drawing out" or "stuffing in."	"Spelling is Nonsense," Donald E. P. Smith	expository-- process	analysis
#7 :Revise your favorite paper for the mid-term conference.Try to "re-see " the paper in a new way.			

SUMMARY OF ASSIGNMENT	READING/OTHER SOURCE	PROBABLE FORM	LEVEL OF THINKING
#8: Summarize the article and then give an example of a course or experience of your own that supports your assessment of your own tendency to be right or left-brained. You can also connect this part of the paper to your Myers-Briggs results, expecially the section on global and linear learning.	Chapter Three, Whole-Brain Thinking, "The Split-Brain Theory"	expository--summary/example	analysis/synthesis
#9: Practice for the WSAT		argument	
#10: After looking at your chart and going back through your papers on learning and teaching, give yourself at least three detailed "hints" on better learning techniques. Try to make this a really useful tool, as a paper; it may help you to be a better learner from now on!	Chart of test results/preferences; own papers	expository--example	synthesis
#11: Practice for the WSAT		argument	
#12: Interview at least five Oakton students. In your paper, include an introduction, a summary of the worst problems, a summary of the suggested solutions, and your own ideas in the conclusion, if none of your sources agrees with you! You may write this paper as a letter to the editor of the OCCURRENCE.	Results of interview responses to: "What's the worst problem with the learning environment at Oakton and how should it be solved?"	expository--summary/argument	synthesis/evaluation
(note: audience, #s8-13, is general; #12 may also be formal #10 may actually be colloquial)			
#13: Revise your favorite paper for the final conference. Try to "re-see" the paper in a new way. You may use any paper from the entire course.			

Lorenz Boehm
EGL 052
Sequence

Loop/Set I.

A. Day 1

1. Students will have been asked to bring fruit or vegetable (mushroom, banana--something that changes fairly quickly).

2. Students will sit with their small group. (Small groups are arranged/set-up by me, and students stay in the same small group through each "set" or "loop").

3. Jrnl entry #1 (jrnl entries are dated and numbers consecutively through the semester, maybe the set):

   -- what are your thoughts about being asked to bring a fruit/vegetable to class?
   -- what do you expect to be doing with it?

4. Small groups disc.-- brief. Students share some of what they wrote in #3 or share their thoughts.

5. Jrnl entry #2

   --Observe the fruit/vegetable. See what there is to <u>see</u>. Record what you observe. Include in your observation what you feel, smell, and/ or taste if you like. (This entry can be a list, doesn't have to be done in sentences.)

   The timing of this activity isn't clear; it should take, roughly, 1/3 of class.

6. Jrnl entry #3

   --how did doing jrnl entry #2 go for you? What was your experience with it? Observe and describe (record).

7. Jrnl entry #4

   --what did you learn today that is worth knowing?

B. Day 2

1. Students sit with their small group.

2. Jrnl entry #5

   --go back and read through jrnl entry #2. Now look again at your fruit/vegetable. Continue to observe and record what you observe. What do you see that you didn't see before? What's different ?

3. Jrnl entry #6.

   --As before(jrnl entry #3): how is this assignment going for you? What is your experience with it?
   -- Why is it going the way it is?

4. Small group discussion:

   --What so you make of all this?
   --disc. questions written about in jrnl entry #6 and 3.

5. Jrnl entry #7

   --without using their names, record what you remember people in your group saying.
   --summarize the thoughts and feeling of your group to this observing -the-fruit/vegetable experience.

6. Jrnl entry #8.

--how did your small group disc. go?
--would you say people were listening to/hearing each other.

7. Jrnl entry #9.

--what did you learn today that is worth knowing.

C. Day 3

1. As was the case for Day 2, students will have been asked to bring their fruit/ vegetable back to class today.

2. Again, student sit with their small group.

3. Jrnl entry #10.

--go back and read jrnl entries 5 and 2.
-- for the final time, look again at your fruit/ vegetable. Continue to observe and record. What do you see that you didn't see before? What's different?

4. Small group discussion.

--each member of each group reads a page of recorded observations out loud to the group.
-- compare observations/recording. How are they alike? How different?
--Based on your observations for the last three sessions, what generations can you make about your fruit/vegetable?
--Based on your observations for the last three sessions, what generalizations can you make about your experience doing this observing and recording?

5. Jrnl entry #11.

--How did your small group discussions go?
--Why did it go the way it went?
--What role did you play in it's going the way it went?
--What one thing could you have done to make the group discussion go better?

6. Jrnl entry #12.

--What did you learn today that is worth knowing?

Homework Assignment:

Write a piece (essay?) in which you identify and describe the generalizations you now can make about:

--fruit/ vegetable you've been observing or
--the experience you've been having doing the observing/recording. Or
--the dynamics/usefulness of your small group.

Be sure to include evidence that supports/shows your generalizations.

(Note: this assignment is followed by a jrnl entry that asks students to write reflect on their experience writing the assignment).

--Lorenz Boehm

DPR 146--SARET

Documentation Evaluation Assignment

The purpose of this assignment is to evaluate documentation from QMODEM, a shareware product.

Introduction to shareware:

An advantage of using a PC equipped with communications hardware and software is the ability to download free and low cost software from public access bulletin boards.

Public domain software (also called freeware) are programs that have been donated to the microcomputing community by the programmer. They aren't supported by the programmer. The user can make whatever changes he/she wants.

Shareware is software that is sold on the honor system at low cost. The best thing about shareware is that the user can try the program out before the money is paid. Once you register the program by paying the money, you usually will get some form of support from the developer such as telephone advice, new updates, more detailed manuals, and newsletters.

The main hazard of using shareware is computer viruses. BE CAREFUL!!!

The assignment:

You will be working on this assignment in class. You will work in groups to do the assignment. Groups will be assigned in class. The assignment is due at the end of class.

I have downloaded QMODEM and printed the documentation which will be distributed on the date the assignment will be done.

Before doing this assignment, students will read and discuss articles on "what is good documentation?"

psn

Using the documentation provided, answer the following questions:

1. How is QMODEM started?

2. How do you clear the screen?

3. What is a script?

4. What donation is requested for use of the shareware? Where do you send it?

5. What are the system requirements to use QMODEM?

6. Evaluate the documentation. What did you like about the documentation? What didn't you like? What suggestions can you make for improvement?

There can be found in the documentation

Sequenced Assignment

Environmental Science

1) During the class period preceding the unit on Ecosystems, I have students write their definition of "Ecosystem" on a 3 X 5 card and collect the card.

2) At the beginning of the next class session (a lab), I have students collectively decide on the types of questions they should answer or observations they should make as we walk through the forest ecosystem on campus.

3) On the walk, each student will take notes on his own observations. I try to keep my talking to a minimum, and I have instructed my students that when I pause on the walk they should do some thorough observing. I make sure to stop frequently, and I do answer questions.

4) As soon as we return to the classroom, I have the students put their materials aside and ask them again to define "Ecosystem" on a 3 X 5 card.

5) I collect these cards and staple them to the cards from the previous class session. I then return the cards to the students and ask them to write a one page report comparing the two definitions explaining:
   a) why they are different?
   b) what part the walk played in developing their second definition?
   c) if the definitions are not different, why aren't they different?

--Terry Trobec

Collaborative Learning Exercise

The class is presented with information about the chemical composition of viruses, how and why viruses invade host cells, and what viruses do once inside of host cells (usually about two lecture periods). At the beginning of the following class period, the students are organized into groups of four or five members each and presented with the following task.

"With your knowledge of the chemicals that make-up the structure of a virus and the steps in the life cycle of a virus, propose a way to help our bodies fight viral diseases once we are infected by them. Explain specifically how and where your method would work to stop viral infections."

Each group is allowed to use notes and the textbook to work on this task, but neither of these sources covers the task above. These sources do enable the groups to do a detailed review of the structure and behavior of viruses.

After collecting the written proposals, I go over each one with the class. In most instances, I can associate a given proposal with an actual treatment that is in use today or has been used. The students experience a sense of accomplishment that they could arrive at the same approach that researchers have suggested (We can do science, too!).

--Terry Trobec

Oakton Community College

Inter-Office
MEMO

Date 12/9/88

Copies to

To Lorenz Boehm

From Lynne Lewis

Subject Crit. Lit.-inspired MLT Assignments

As a result of taking the Crit. Lit. Seminar, I have attempted to allow students in all Medical Laboratory Technology courses to be more actively invloved in the work of the course.

In MLT 232 (Advanced Hematology), in particular, instead of lecturing on the anemias and leukemias first, the students are given the following assignment:

> Prepare a written and an oral report or _____(a particular assigned leukemia and/or anemia). This report should address the following:
>
> 1. What is the disease?
> 2. What is/are the cause(s)?
> 3. Who can get it?
> 4. Describe the lab picture.
>   a.) what does it look like? (include PB, BM)?
>   b.) confirmatory tests
> 5. Prognosis?
> 6. Therapy?

Students must use at least three references in addition to our textbook. This encourages them to do a little outside reading and forces them to encounter various viewpoints.

Lecture material is then presented, by me, after all the students have completed their written and oral reports.

In MLT 222 (Medical Microbiology) I have stopped giving out flowcharts on the various groups, and I have developed a set of assignments that get students to prepare the flowcharts themselves.

Book Report

EGL 110

Drell

General Instructions: Read any fiction or non-fiction book and answer the questions listed below. This report must be typewritten and no more than three pages in length. You will not be given credit for your paper if it is late even if you are absent the day that it is due. Include the title and author of the book in the first paragraph of your summary. Remember that this paper is a composition, and not simply a question and answer format.

1. Summarize in 1/2 of a page the main points of the book you just read. In fiction identify any characters that are critical to the plot.

2. Evaluate in 1/2-1 page the book for its strengths and/or weaknesses. It is essential to substantiate your positions with specific examples from the text.

3. Select 3a if you read a non-fiction book or 3b if you read a fiction book.

Choose only 1

a. What impact could the ideas in this book have on you or society? Substantiate your answer.

b. Is this a believable book? Substantiate your answer.

1064

Reading Journal

You are responsible for keeping a weekly reading journal. Use either an 8 1/2 x 11" spiral notebook, or an 8 1/2 x 11" soft three ring binder. I will collect and check this journal every two weeks, usually on a Thursday or Friday.

1) Select five words per week from the words listed in the vocabulary checks after* the assigned readings, and write a context sentence for each new word. You need not include the definition since the sentence will indicate your understanding of the meaning of the word in context.

2) Write five sentences for five additional vocabulary words you have learned each week. The new vocabulary may come from your reading text, a textbook from another class, a newspaper, a magazine, a novel, or a non-fiction work.

3) Write at least one paragraph indicating what you have learned from your readings that week (strategies, or new information) in either this class or one of your other classes.

* 5 words should be taken from the following pages in your texts.

Week 2 = p. 29
Week 3 = p. 46
Week 4 = p. 76
Week 5 = p. 96
Week 6 = p. 135
Week 7 = p. 200
Week 8 = p. 223
Week 9 = p. 244
Week 10 = p. 270
Week 11 = p. 144
Week 12 = p. 180
Week 13 = p. 300
Week 14 = p. 335

Maribe McGowan

SEQUENCED ASSIGNMENTS FOR ENGLISH 052

Purpose of Course: To assist students in developing writing skills commensurate with college level writing courses.

Option: Assignments will be integrated into the course syllabus.

Sequence: Problem-solving + transactional + some process to product

---

Beginning of course - Assignment I

A. Short discussion of parking situation:
-their experiences
-knowledge of current policies
-hearsay information

Divide into groups of three and develop 5 questions to ask fellow students, OCC personnel, and visitors about parking facts and attitudes.

B. (Homework) Interview 4 people-no more than 2 students, though. Record answers and bring to class.

C. In class share responses. Elicit pros/cons/facts. Record on board.(While they are working on other writing, list data and mimeograph.) Pass out list with copy of OCCurrence. Have students review letters to the editor. Using this model, students must write a letter to the editor complaining or commending current parking situation, using only 3 reasons from the list.as homework assignment.

D. Divide students into groups of three. Let them read and react to each others' letters. Decide which is best and share with entire class. / Read "The Deer Problem of Maraga." Discuss and teach proposal writing. Brainstorm possible solutions to the problem. Have students divide into three and work on an outline for the solution, the proposal for a solution.

E. Students must write a proposal to the BSA for a solution to one aspect of the parking problem.

COURSE: EGL 052

PURPOSE OF COURSE: To assist students in developing writing skills commensurate with college level writing courses.

OPTION: Assignments will be integrated into the course syllabus.

SEQUENCE: Problem solving + transactional + a little process to product

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ASSIGNMENT II Middle of course

A. Clip editorial from newspaper. Briefly outline position taken and reasons supporting position.
B. (in class) Share outlines in groups of three. Ask each member of group to write one argument on 3x5 card against the position stated.
C. (at home) Rewrite editorial by summarizing position and support reasons and including one opposing statement.
D. Share in class. Provide opportunity for peer evaluations.

ASSIGNMENT III End of course

A. View "60 Minutes." Take notes on one issue presented. List support reasons for both sides of the issue.
B. (in class) Divide into small groups with common issue. Share notes and collaborate on writing a one page summary stating pros and cons of issue.
C. Share with class. (Ask if there are other dimensions to the issue that were overlooked by group. Only for adult students.)
D. (in class) Write a one page argument from your notes supporting only one side of the issue. Make sure you acknowledge the opposition.

A. View "60 Minutes" tape again. Answer the following questions
   1) What adjective would you use to describe how your position (the one you endorsed) was presented by CBS?
   2) How does that make you feel?
   3) Cite two examples from the tape that would help other students understand why tou chose that adjective.
   4) What questions would you have liked the reporter to ask?
   5) What questions would you have liked the reporter to omit?
B. (in class) Write a letter to CBS commending or condemning its presentation. Mail it.

A. Find an article that deals with the same "60 Minute" issue you worked on. Write a 1-2 page paper persuading me that this article is either worth reading or not worth reading in terms of its ability to support your issue.

Stathakis

American Literature

Sequenced Assignments: (In preparation for study of excerpt from Richard Wright's Black Boy--Chapter 13: The Library Card.)

First day:

1. List the types of ploys which underage teenagers could do in order to be admitted to a bar.

2. Write a short paper (about 2 or 3 paragraphs) about a time you (or a friend) used subterfuge in order to be admitted to an "over 21" lounge.

Second day:

3. Suppose the bar/lounge had a requirement that you needed to be 6' 2" tall to be admitted. What could you do then? Write another short paper describing alternatives.

4. Consider a situation where the color of your skin more than likely became the determining factor of whether or not you could be admitte

Third day:

Read "The Library Card." Do you consider the main character's resolution of his problem effective? How does he manage to check out books by H.L. Mencken? Was his subterfuge unethical? Immoral? Write your response in your journal and be prepared to defend it in class.

~~EGL 05 Intro to Fiction~~

McKeever

In-class Writing on Anne Tyler's The Accidental Tourist (=½ quiz grade:

Allow 25 minutes for each question.

1. When you think of the novel, The Accidental Tourist, what scene stands out in your mind? Describe what seems important to you in the scene, and explain how and/or why the scene affects you.

2. As readers, we may vary in our interpretations of writers' characters--that is, we may differ (even if only slightly) in our view of the motivations, actions, and philosophies of characters. Perhaps we disagree because we choose to emphasize certain traits over others. In this novel, another cause of our differing may be that some readers choose to believe in the perceptions of the third person limited narrator; others choose to believe in their own assessment of characters' actions.

Give two possible interpretations for one of the characters in the novel, explaining which view you prefer. Be sure to cite specific scenes as illustrations of your points.

3. If I were to characterize Anne Tyler's style in The Accidental Tourist, I would list, for starters, the following traits: a quirky, ironic wittiness; a mix of humor and tragedy; an honest yet compassionate treatment of characters; a lack of authorial intrusions; the use of contemporary details (place names, brand names); a slow pace used in developing characters; the use of an unmannered, spare, yet evocative prose; and a fine ear for the speech of varying social classes.

Choose two (2) of the above features. Further explain each--that is, define, give reasons, give methods, and/or discuss effects on the reader. Be sure to give examples from the novel as evidence of your points.

PSY 204H: Adolescent Psychology
Alan Rubin, Professor
Fall '88

VANISHING MARKERS

Consider the proposition:

> "Vanishing markers give ample evidence that there is no special place for teenagers in today's society. Markers such as clothing, activities, innocence, media image, and adult authority have all but disappeared as signs of the teenager's special place in society. The disappearance of these markers deprives young people of important learning experiences for the elaboration of an integrated sense of self and identity."
>
> from David Elkind's All Grown Up and No Place To Go.

Elkind has offered what some might consider considerable evidence to support the above proposition. Using the same issues (clothing, activities, innocence, media image, and adult authority), construct an argument that supports the proposition that an adolescent's identity formation is, in fact, enhanced by the disappearance of the alleged markers.

PSY 204H: Adolescent Psychology
Alan Rubin, Professor
Fall '88

Quiz #2

CASE #1

Consider, if you will, that you are a social worker assigned to the case of Juan Hernandez. The school has asked you to prepare a report that describes what you believe to be the main features of Juan's developmental process. In other words, create an argument that details Juan's development such that we see how the problem that appears in these "case notes" could arise through his development.

CASE #2

Consider that you are Ellen's college counselor. She has come to you for help in making some decisions regarding her future. You believe that one thing you could do to help her out is to illustrate how her questions are really challenges to her identity and how she feels about that identity. You have decided that over the course of the next few sessions with Ellen you will discuss with her the theoretical concept of identity formation and how her own decision-making contributes to the formation of her identity. You want to point out to Ellen her options (both positive and negative) for handling the various stresses represented in her case and how those options impact the formation of identity. Write out what you plan to tell her about all of this.

Jim Bush
Psyc 107

THE PERSONAL-FAMILY INTEGRATION SYSTEM

The Personal-Family Integration System is a personal journal method designed to facilitate self and family of origin issues. The P-FIS will assist you in resolving emotions, filling in memory gaps and recapturing the energy of your natural child. The sections that are used include:

1. Family Tree
2. Family Tree Question Sheet
3. Family Myths
4. Family Messages - Rules
5. Personal History - Major Life Milestones
   - 0 - 10
   - 11 - 20
   - 21 - 30
   - stop at current age
6. Magical Child - Letters
7. Affirmations
8. Spiritual Reflections
9. Integration

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CAROLE FRANKFURTER

Writing in the Mathematics Classroom

Math Journals: Students are asked to keep a notebook to serve as a journal for the course. They are asked to summarize in words techniques that they have learned. In addition, they are encouraged to write other comments concerning general feelings about the course, instructor and themselves. I collect these between five and ten times each term, and often write comments in response to the student's writing. There are four main purposes the journal serves:

1. Allows student to put processes into words that they will understand.
Students are asked to name the process and then write (in steps or in a paragraph) a method for doing this type of problem. In addition to clarifying the student's thought processes, the journal is a wonderful aid in reviewing for exams, finals and future courses.

2. Gives the student the opportunity to communicate with the teacher. Students will write things in journals that they will not tell you directly.It is constant feedback (good and bad) about your teaching techniques and how they are being perceived by the student.

3. Serves as a vehicle for the student to keep tabs on themselves. A student can state in writing when they do not understand a concept or when they are confused. Often it will force a student to go for help.

4. Can be a mode for the student to deal with his feelings toward the subject. Many community college students have had difficulty in previous math classes and need to work through some of their feelings before they can deal effectively with the material.

Index Card Writing : Students are asked to respond to a question posed by the instructor. Some suggestions:
1. What did you find hardest in the chapter? Do you understand it now? If not, what are you going to do between now and the exam?
2. What is the worst experience you ever had in a math class?
3. If you are asked to solve a system of equations, what is the first thing you would ask yourself?

Group Writing: To prepare for keeping a journal, students are put in groups and asked to write a system to teach someone a process that they themselves have already mastered. (adding a column of two digit numbers, multiplying fractions, etc.) These are passed on to another group who attempts to follow the instructions as written. The students begin to understand the need to express mathematical techniques in words in order to learn them. As a byproduct, groups often begin to see the need for vocabulary .

Linda Korbel French 210: Introduction to French Literature

Composition topics: Middle Ages and 16th Century

Choose one of these subjects for a one-page composition.

1. Le Roman de Renart: For this composition, put yourself in the position of your instructor, who wants to convince her sceptical class that a work written 800 years ago can have something to do with our modern times. In the first paragraph, give a brief description of the plot of the Roman, finishing with what you consider to be the moral of the fable.

Next, consult your class notes and journal entries and choose examples of problems in the fable which also apply to the twentieth century. Write one or two more paragraphs in which you describe a modern Renart and the obstacles which he would find in trying to survive today. If you wish, in your conclusion, comment on who is in the worse situation --the original Renart or his modern counterpart.

2. Les Chroniques: Consider the portrait of courtly society as Froissart presents it to us. Draw up a list of the values of this society, what the society itself considered to be important.

In your composition, present these values by drawing a comparison (or a contrast) with the values of our society.

3. Gargantua: Consult your notes to compose a brief summary of the theories of Rabelais on education. Use the first paragraph of your essay to present these elements.

Next, considering your own attitudes on education, evaluate the system Rabelais proposes.

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Linda Korbel

Français 210

Sujets de composition: Moyen Age et 16e Siècle

Choisissez un de ces sujets pour écrire une composition d'une page.

1. Le Roman de Renart: Pour cette composition, mettez-vous à la place de votre prof, qui veut convaincre à sa classe sceptique qu'une oeuvre écrite il y a 800 ans peut avoir quelque chose à faire avec notre ère moderne. Au premier paragraphe, donnez une description brève de l'action du Roman, en finissant avec ce que vous considérez le message de la fable.

Ensuite, consultez vos notes (de la classe et de votre journal) et choisissez des exemples de problèmes dans la fable qui s'appliquent aussi au vingtième siècle. Ecrivez un ou deux paragraphes de plus, dans lesquels vous décrivez un Renart moderne et les obstacles qu'il trouverait en essayant de survivre aujourd'hui. Si vous voulez, dans votre conclusion, commentez sur qui est, à votre avis, dans la pire situation--le Renart originel ou son complément moderne.

2. Les Chroniques: Considérez le portrait de la société courtoise, comme nous la présente Froissart. Composez une liste des valeurs de cette société, ce que la société elle-même considère comme important.

Dans votre composition, présentez ces valeurs en faisant une comparaison (ou un contraste) avec les valeurs de notre société.

3. Gargantua: Consultez vos notes pour composer un bref résumé des théories de Rabelais sur l'éducation. Utilisez le premier paragraphe de votre composition pour exposer ces éléments.

Ensuite, en considérant vos propres attitudes au sujet de l éducation, évaluez le système proposé par Rabelais.

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William Taylor

Political Science 101

American Government

Honors Section

Writing Assignments

As a discipline, political science engages in what is known as political analysis. This analysis is designed to help us understand the world we live in, to make more intelligent choices among the alternatives we face, and to influence the changes that are inevitable in all political systems.

One of the assumptions of this course is that our governmental system in only one of many political systems we are a part of. Many aspects of our lives contain political elements: family life, work situations, relations with friends and neighbors, school, etc. All of these involve power relationships that are either positive or negative, that either promote or retard personal and group development.

If this assumption is true, then the same types of analysis that political scientists engage in can be used in a variety of settings in our lives to help us understand the situations we are confronted with, to help us make more intelligent choices among the alternatives we face in those situations, and to help us positively influence the changes inherent in all political systems.

From this perspective, the four assigned papers should be seen as practice for the types of analysis you will be wanting to do in a variety of settings both now and in the future.

Assignment #1 (Due

The first type of political analysis, the one on which all the others depend, is semantic analysis. It tries to clarify meaning, especially the meaning of key concepts. Obviously, this is the first step in any study, including political analysis where many of the key concepts have no commonly accepted definition.

For your first paper I want you to engage in a semantic analysis. From the list that follows, choose any term and find out how five different political scientists define it (in this and all your papers you must use sources other than the ones assigned for the course). Begin your paper by simply listing those definitions (be careful; some authors do not bother to define all concepts and some only imply them in what they write.) Following that, show how the definitions are similar and how they differ (what elements do they all include, do any have idiosyncratic elements, do they have differing emphaseze?). Finally, give your own definition (this may be the one you think best or a blending of several), explaining why you think it is better than the others. Length: No more than three pages.

Following are a list of terms you may choose from (you are free to take one not on the list as long as you clear it with me). Before making your choice, read the remaining writing assignments since they will be based on the work you do here.

Authority
Capitalism
Conservative
Constitutionalism
Democracy
Liberal
Majority Rule
Popular Sovereignty
Checks and Balances
Implied Powers
Separation of Powers
Federalism
Interstate Commerce
National Supremacy
Decentralization
Incrementalism
Zero-based Budgeting
Advise and Consent
Caucus
Cloture
Constituency
Filibuster
Gerrymandering
Logrolling
Pork Barrell
Rider
Senatorial Courtesy
Seniority
Sunshine Law
Adversary System
Civil Law
Class Action Suit
Common Law
Criminal Law
Equity
Judicial Activism
Judicial Restraint
Overbreadth
Plea Bargaining
Precedent/Stare Decisis
Strict Construction
States Rights
Conflict of Interest
Independent
Interest Group
Lobbyist
Political Action Committee
Political Party
Primary Election
Public Opinion
Third Party
Commander-in-Chief
Executive Privilege
Bureaucracy
Affirmative Action
Right to Bear Arms
Right of Association
Citizenship
Civil Disobedience
Civil Liberty
Civil Rights
Conspiracy
Cruel and Unusal Punishment
De Facto Segregation
De Jure Segregation
Due Process
Equal Protection
Exclusionary Rule
Establishment Clause
Libel
Natural Law
Freedom of the Press
Preferred Position (Free Speech)
Procedural Rights
Public Person
Sedition
Segregation
Freedom of Speech
Subsidy

Assignment #2 (Due

The second step in political analysis is empirical analysis which seeks to provide knowledge of what is. For example, having defined the world "democracy" in semantic analysis, the next step is to determine whether or not democracy (as it was defined) actually exists in the world or whether it only exists in modified forms.

For your second paper, I will assign you a task of empiracal analysis based on the term you have defined. For example, I may ask you to find out the extent to which elected representatives pay attention to the "will of the people" when making their decisions. Such analysis often involves direct observation and research. But for the purposes of this paper, you will instead draw on the published results of the research of others. You must use three different sources, with at least two of them describing the same phenomenon in different ways. In your paper you should summarize how each describes the "reality" under investigation, showing how the descriptions are similar and/or differ. If possible give your undertstanding of why they differ. Conclude with your understanding of what "reality" is.

Length: No more than four pages.

Assignment #3 (Due

With terms defined and empirical analysis completed, the next question involves normative analysis: what would be a better state of affairs? If democracy (as we've defined it) doesn't exist to any significant extent, then what? Do we condemn reality because it fails to live up to the ideal? Or do we seek to create the "most democratic" system possible? And if we attempt to do the latter, what would it look like? Normative Analysis, then, seeks knowledge of what ought to be, of how things can be better.

As with your second paper, I will assign you a task of normative analysis that grows out of your first two papers. For example, I may ask you to consider whether elected representatives should be required to follow the "will of the people" when making decisions. This type of analysis is often carried out in the proverbial "ivory tower" by intellectuals and philosophers who consider such issues in the abstract, sometimes without consideration of practical realities. People who deal in the real world try to blend their views of what would be "ideal" with practical considerations of what is the "best" that is realistically possible.

As with the second paper, in this one you will draw on the published writings of people who have thought about your assigned topic. Again you must use three different sources, with at least two of them having different views on how things ought to be. Summarize the point of view of each showing how they are similar or differ. Conclude with your notion of how things ought to be, justifying your position.

Length: No more than four pages.

Assignment #4 (Due

The whole process of political analysis culminates in policy analysis which seeks knowledge of how to proceed from what is (discovered through empirical analysis) to what ought to be (spelled out in normative analysis). It tries to answer the question: what can be done to arrive at a better state of affairs.

This is the heart of what government is all about, as well as so many other aspects of our daily life.

This paper involves no research. Instead, you will draw on your own creativity to suggest workable ways to achieve the desired goal.

Length: No more than two pages.

PERSONAL GROWTH PROJECT

Stage One: Taking and Scoring the Wellness Index and Writing a Personal Assessment

STEPS:

1. Take the "Wellness Index" in the Wellness Workbook (pp. 25-45).

2. Write down your immediate reactions after completing this inventory. Consider your thoughts and feelings while taking the Wellness Index. What was interesting about this experience for you? What categories of the "Wellness Index" stand out or have energy for you? What individual questions stand out or have energy for you? What surprised you either positively or negatively? Note any incidents that you are thinking about.

3. Score the "Wellness Index" and complete the "Wheel". (p. 46)

4. Now take some time, a day or an hour; the length of time is up to you, to think about what you've learned about yourself. Find some time when you can be alone, without any distractions or noise, and just think: What have I learned? What are the results to this inventory telling me about my lifestyle or how I choose to live?

5. WRITTEN Self-Assessment Guidelines

   Now you're prepared to write. You've got all the details you need to do a first rate job of looking at your lifestyle in terms of wellness.

   The Written Assessment will consist of discussing your:

   a. Immediate Reactions
   b. Strengths
   c. Possible Areas of Improvement
   d. Learnings
   e. Changes
   f. Summary

   Write as much as you need to do a thorough and complete job for each section. Start a new page for each section. Begin your paper with your immediate reactions (A) and close your paper with a summary (F).

   For all twelve (12) areas of the Inventory, include your scores and your answers to questions B, C, D, E

   A. Immediate Reactions (for overall paper)
      Put into paragraph form your immediate overall reactions to the "Wellness Index" after you've complete it (See step 2).

B. Strengths (Answer for each section).
What things are you proud of or feel really good about?
What stands out as a strength in this category? Briefly explain and discuss your strengths and your feelings and thoughts about them.

C. Possible Areas of Improvement (Answer for each section).
What surprised or disappointed you?
In terms of this Wellness section, what would you consider improving or changing about yourself? Briefly explain and discuss these areas and your feelings and thoughts about them.

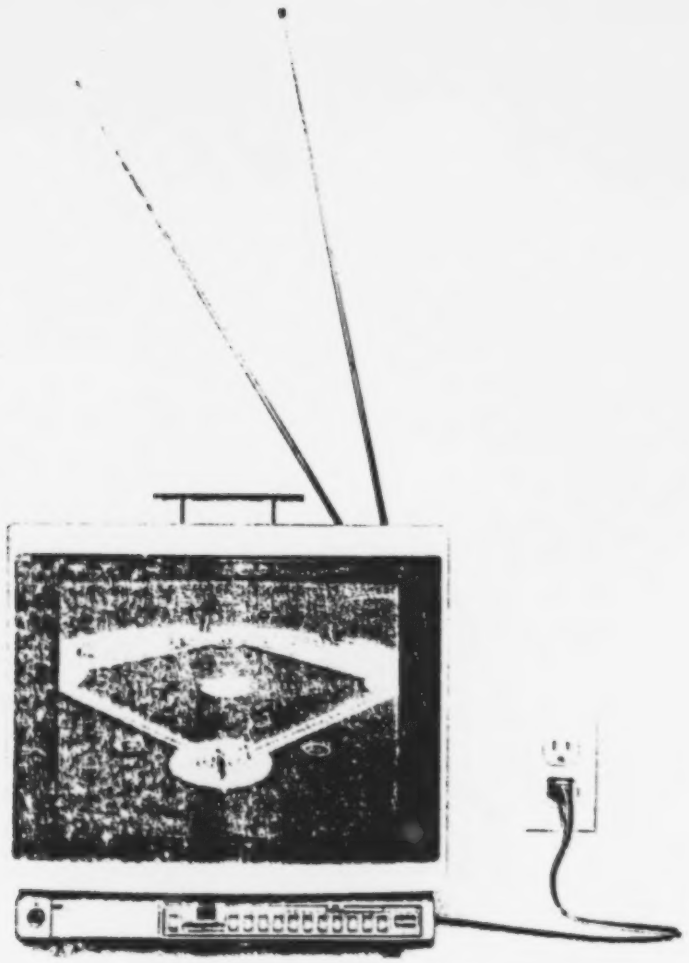
D. Learnings (Answer for each section).
What did you learn about yourself in this area?

E. Changes (Answer for each section).
What areas of things would you like to change about yourself based on your findings?
What do you think you could change? Be as specific as you can here.

F. Summary (For overall paper).
Bring your Self-assessment to a close.

6. Type and turn in on date due.

Include a statement to the authors about their assessment?



Box seat, 1¾¢ an hour.

Commonwealth Edison

p30

Tom Brehman
Environmental Science

1. Turn over the sheet you have been given and write down your <u>immediate</u> reaction to the ad. (as if you saw it in a magazine.

2. Study the ad a few minutes and then write an analysis of what Common. Ed. is saying/not saying. Detail each of the elements in the ad separately.

3. Criticize the ad from an environmental viewpoint rather than as a consumer.

Jim O'Shea
Law Enforcement

1. Read the attached article, "A Personal Legacy," by Lois Distad. (It's from Phi Delta Kappan, June, 1987.)

2. Discuss the article in smallgroups

3. Following in-class, smallgroup discussions, write a brief paper in which you:

   a. Explain the main theme(s) of this article. Discuss.

   b. Do you agree/disagree with the article? Discuss.

   c. Please add your own recommendations to address this concern(s). Discuss.

Hum 101
Telecourse
Monika Patel

New after Summer Seminar with help by Linda Jenit

WRITTEN ASSIGNMENTS

CHOOSE ANY FIVE OF THE FOLLOWING ASSIGNMENTS.

Write in complete sentences. Do not copy directly from the texts or from current or former students. Answers should be 2 to 3 typed, double-spaced pages each (or 4 - 5 pages hand-written).

Submit them one at a time in the sequence or in the groupings listed below. You can mail these assignments to me at my college address: Monika Patel, Communications Division, Oakton Community College, 1600 East Golf Road, Des Plaines IL 60016, or you can bring them to the Communications Division Office, Room 2650, on the Des Plaines Campus, and ask a secretary to put them in my mailbox. At the absolute latest, you can attach them to the examination for the given section, when you return the exam to the Testing Center monitor. I will not grade any assignments for the subsequent section until the exam pertaining to the earlier section is completed. I will also not grade any assignment or exam if I have no completed MBC enrollment card on file (the yellow cards that were included in the MBC orientation packet. If you do not have such a card, please call the Office of Alternative Education at 635-1970). If you have but did not yet fill out these cards, do it now, send one to the Office of Alternative Education and one to me. I will grade your assignments and return them to you by mail within two weeks after I receive them. However, please note that I will under no circumstances, accept and grade more than 4 assignments and not more than 1 exam during the last 2 weeks of classes.

Please indicate your name, address, and telephone number on your assignments, and also list the appropriate assignment number.

Grading of Assignments:

You can earn up to twenty points per assignment. Your points will be based on my assessment of how effectively you showed, through well organized ideas in coherent, grammatically correct sentences, that you assimilated the textbook and video-tape information by using it correctly and thoughtfully and by supporting general assertions through some detail appropriate for the page limitations specified above. What is being tested is your ability to apply the principal characteristics of each art form to specific works.

(Scale: 20 points: Excellent; 18-19 points: Very Good; 16-17 points: Fine; 13-15 points: O.K.; 1-12 points: Problematic-to-weak-to-very-poor). You are allowed to re-write any one (only one!) assignment of your choice for higher points.

Assignment I. (After completing the Film Unit)

Do you agree that popularity alone does not determine whether a film is a work of art? Use examples from the text or videos and, if you would like, from your own experience, to explain your position. Be sure to state clearly which criteria you would use to determine the artistic quality of a film.

p 33 100

Assignment II. (After completing the Drama Unit)

Explain the terms "Tragedy," "Comedy of Manners," and "Tragi-Comedy" and explain how Shakespeare's Romeo and Juliet, Shaw's Pygmalion, Moliere's Misanthrope and Beckett's Waiting for Godot fit into these classifications.

Then pick any one television drama or comedy or film you have seen during the last year and, in a brief paragraph, explain which of the classifications above would be appropriate for it and why.

Send in Assignments I and II if these were part of your chosen five. View the Exam Review Videotape #I, call your instructor if you have any questions, then take Exam I before continuing with the Music and Painting Units.

Assignment III. (After completing the Music Unit)

Select a work by a particular composer/musician/group whose work you like. Give the title of the work, and a brief description of the selection. Then select some of the musical elements (a minimum of four) that were discussed in the text and videos and show how those terms apply to the work you have selected. Review study guide lessons 11 and 12 if you need a refresher on musical elements.

Assignment IV. (After completing the Painting Unit)

Explain the differences and similarities between representational and abstract painting; select two examples for each category from your textbook illustrations and explain how these works belong to the particular category. Also explain which mood or ideas are expressed and which art elements are used to evoke this response in you.

Assignment V.

View the supplementary videotape #21-S, "The Future that Was," and, in a one page summary, delineate the main ideas presented by the narrator and give an example of the type of art work shown for these ideas. Then write a half page personal reaction to the video. (Note: The narrator, Robert Hughes has an Australian accent; you will have to get used to it. Seeing "Crocodile Dundee," however, is not a prerequisite! Robert Hughes is a well known, highly respected art critic who regularly writes for Time magazine. As you will see, he has a wry sense of humor, and he will give you a more distanced outlook on art, especially modern art, than the host and guests of other videos you already watched. Also, make sure you look up the term "Avant Garde" or call me, if you do not know or cannot find out what this term means. Hughes uses it at least ten times in this video, assuming you know its meaning. Correct spelling of the names of artists mentioned would be nice, but is not crucial and will not be considered as a factor in determining your points.)

Send in assignments III, IV, V if these were part of your chosen five. View Exam Review Videotape #II, call your instructor if you have any questions, then take Exam II before continuing with the Sculpture and Architecture Units.

Assignment VI. (After completing the Sculpture Unit)

a. Study any three-dimensional art object ("sculpture") that neither was discussed in your text nor presented in the course videotapes and write out a descriptive criticism of that work. If you wish to interpret the content of that work, separate your interpretative comments from your description. (You should look around in your work or study environment and select a sculpture you have seen or heard about before, such as any of the public art works in downtown Chicago or the suburos or any of the three works on the Oakton Community College - Des Plaines campus ("Silver Oak," "Hoop-La-La," "Search for Attainment") or any art object you or a relative/friend owns.)

b. Select three of Rodin's works and explain what major emotions are portrayed and how you identified them. Also, explain which sculptural techniques (See text) Rodin used in these works.

Assignment VII. (After completing the Architecture Unit)

In your own opinion, what elements must be present in a building to be called "architecture?" Do these elements include all of the four "basic necessities" described in your text? If not, why not? Give two examples of buildings shown in the text that would qualify as "architecture" because they contain the elements you listed. Pick an additional building you have seen anywhere in the Chicago area that would also qualify and explain your choice. Finally, explain why Gaudi's unconventional work shown in one of your videos would or would not qualify.

Assignment VIII.

View the supplementary video-tape #28-S "Trouble in Utopia," and in a one page summary, delineate the main ideas presented by the narrator. Then write a half page reaction to the video. (Once more, you will have Robert Hughes as narrator.) You will probably find this video easier to summarize than the earlier one (21-S). Misspellings of mentioned architects' names will not count against you. Try to recognize, however, when Hughes talks about the ideas and works of the following architects: Louis Sullivan, Frank Lloyd Wright, Walter Gropius, Mies van der Rohe, and Le Corbusier. Include what you you heard/saw about the ideas and concerns of at least two of these architects in your summary.)

Send in assignments VI, VII, VIII if these were part of your chosen five. View Exam Review Videotape #III, and call your instructor if you have any questions, then take Exam III. Complete assignment IX and X below.

Assignment IX. (After completing the "Epilogue" chapter (Lesson 30) and viewing videotape #30)

Attend a cultural event of your choice such as a motion picture (film) released within the last year, a stage play, or a visit to the Art Institute of Chicago. Then write a two page, double-spaced typed (or 4 page hand-written) report that demonstrates that your study in this course has provided with tools with which to approach, describe, analyze and understand (perhaps appreciate) the artistic efforts which you experienced during your visit or attendance.

APPENDIX H

Faculty Development-Sponsored Presentations on Aspects of Critical Literacy Given At Oakton Since Fall, 1986:

January 9, 1986. "Understanding Understanding," Dr. Ruth Ellis, international consultant on faculty development, author of over 200 radio broadcasts, 30 videotapes, and the film Walk Away From Fear.

March 14, 1986. "Critical Thinking Across the Curriculum," Russ Peterson, Brian Smith, and Penne Devry--faculty from College of Lake County, Grayslake, Illinois.

February 14, 1987. "The Critical Thinking Movement: An Introduction and an Overview," Dr. Peggy Tinzmann, Professor of Education, National College of Education.

April 4, 1987. "The Blackboard Jungle," James Krauss, Oakton Communtiy College.

August 21, 1987. "A Critical Analysis of Bloom's Closing of the American Mind," James Keeney.

August 21, 1987. "Why Instruction In Critical Thinking?" Vincent Ruggiero, author of Teaching Thinking Across the Curriculum.

November 9, 1987. "The Making of Meaning." Ann Berthoff, author of The Making of Meaning, and Reclaiming the Imagination.

November 16, 1987. "Collaborative Learning," Tori Haring-Smith, Brown University.

January 14, 1988. "Question-Asking Techniques," Brian Smith, College of Lake County.

January 14, 1988. "The Guided Lecture," William Taylor, Oakton Community College.

April 11, 1988. "Teaching Improvement Methods Workshop," Sylvia Stathakis and William Taylor, Oakton Communtiy College.

APPENDIX I

Presentations Given By CLP Participants On Aspects of Critical Literacy:

Juele Blankenburg, Manager, Academic Assistance Center; 1st Genetation:

--"Paired Problem Solving: A Method of Teaching Thinking" (with Phyllis Deutsch), given as part of a CLP Seminar session to first generation participants in the Summer, 1987, and to the second generation in Spetember, 1987.

--"Critical Thinking and Tutor Training" (with Phyllis Deutsch), given at the National Conference of College Learning Centers, New York City, in May, 1988, and at Trinity College, Deerfield, Illinois, in September, 1988.

--"Think, Think, Think: A Brief Introduction to Problem Solving" (with Phyllis Deutsch), given at the Midwest Learning Center Association Conference, October, 1988.

Walter Bobkiewicz, Psychology, 3rd Generation:

--"Case Study as a Technique to Invite Critical Thinking in the Teaching of Psychology," given at the annual conference of the Community College Social Science Association of the National Social Science Association, Reno, Nevada, April, 1989.

Lorenz Boehm, English, CLP Coordinator, 1st Generation:

--"Critical Literacy: Teaching for the Twenty-First Century," given at Joliet Community College, Joliet, Illinois, January, 1987.

--"Critical Literacy: A Model for Faculty Development," given at Waubonsee Community College, Sugar Grove, Illinois, September, 1987.

--Participated in both the planning and doing of the day-long workshop on teaching critical literacy across the curriculum at Milwaukee Area Technical College, February, 1988.

--Participated in the planning of both of the national conferences on teaching critical literacy across the curriculum sponsored by Oakton, and gave the conference-opening talk at the 1988 conference.

--Compiled "Critical Thinking/Literacy: An Overview."

--"From the Ashes of Burn-out, or Teaching "Possibility": Critical Literacy And Faculty Development," given at Joliet Community College, and at Rock Valley Community College, January 1989.

Anna Marie Brummett, Office Systems Technology, 2nd Generation

--"High Tech--High Think: Incorporating Critical Thinking Exercises in Machine Dominant Classes," given at the annual conference of the American Vocational Association, St Loius, Missouri, December, 1988.

Cynthia DeBerg, Medical Records Technology, 1st Generation:

--"Integrating Critical Thinking into the Medical Records Classroom," given as part of a panel on innovation in medical records education at the Annual Conference of the Medical Records Association, Chicago, Illinois, August, 1987.

--"Critical Thinking in the Vocational Classroom: Medical Records," panel presnetation at the Critical Literacy: Teaching Reading, Writing, and Thinking Across the Curriculum conference, Chicago, 1988.

Carole Frankfurter, Mathematics, 1st Generation:

--"Critical Literacy in the Mathematics Classroom," (with Adele LeGere), given at the Tenth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, November, 1988. Also presented to Oakton faculty in October, 1988.

--"Critical Thinking Through Writing In the Mathematics Classroom," panel presentation at the Critical Literacy: Teaching Reading, Writing, and Thinking Across the Curriculum conference, Chicago, 1988.

--Participated on a panel at one Seminar session of the 2nd Generation of the Project in which 1st generation participants shared assignments they had created to teach critical thinking.

Lynda Jerit, English, 1st Generation:

--From 1986-1988 on-going consulting at Lincoln Park High School, including formal presentations, group discussion with faculty, curriculum design conferences, and individual coaching of students--designed to help all the teachers in the program (English, French, mathematics, biology, psychology, chemistry, and theory of knowledge) incorporate writing and collaborative learning activities aimed at increasing student understanding and performance into their courses. Particular attention has been paid to thinking patterns which are discourse specific, and to strategies for learning and for writing what is learned.

--"Triple Exposure: Composing Experience and Perception," given at the Freshman Year Experince conference, the University of South Carolina, February, 1987.

--Participated in the planning of the Milwaukee Area Technical College day-long workshop on teaching critical literacy across the curriculum, and led the workshop on using writing to promote critical thinking and learning, February 1988.

--"Eve's Delimma: Toward a Reconciled Model of Thinking/Learning" (with Marilee McGowan), given at the 9th National and 7th International Conference on Critical Thinking and Moral Critique, Sonoma State University, August, 1988.

Margaret Lee, Vice-President, Curriculum and Instruction:

--"General Education and Critical Literacy: Lessons in Reform and Renewal in Teaching and Learning at Two Institutions," given with Hanna Picket, Dean, Milwaukee Area Technical College, at annual meeting of the Commission on Institutions of Higher Education, North Central Association, Chicago, April, 1989.

Adele LeGere, Mathematics, 2nd Gneration:

--"Critical Literacy in the Mathematics Classroom" (with Carole Frankfurter), given at the Tenth Annual Meeting of the North American chapter of the International Group for the Psychology of Mathamatics Education, November 1988. Also presented to Oakton mathematics faculty, October, 1988, and at Morraine Valley Community College in December 1988.

--Panelist in a 3nd generation Seminar session in which CLP participants from 1st and 2nd gneration shared critical literacy assignments.

Susan Maltese, Librarian, 1st Generation:

--Has become chairperson of the Literacy Across the Curriculum committee for the Community and Junior Colleges Section of the Association of College and Research libraries

Marilee McGowan, English, 1st Generation:

--Participated in the planning of the workshop on teaching critical literacy across the curriculum at Milwaukee Area Technical College, and led the session on the role of reading in teaching critical thinking, February, 1988.

--"Eve's Delimma: Toward A Reconciled Model of Thinking/Learning," (with Lynda Jerit) given at the 9th National and 7th International Conference on Critical Thinking and Moral Critique, Sonoma State University, August, 1988.

--"The Exploratory Assignment," given at the National Conference on the Adult Learner, University of South Carolina, May, 1988.

--"Critical Reading: Prerequisite to Critical Thinking" (with William Taylor), a workshop presented at the conference of the International Society for Exploring Teaching Alternatives, Chicago, Illinois, October, 1988,

--"Critical Reading: Prerequiste to Critical Thinking," (with William Taylor), given at second national conference on Teaching, Thinking, and Learning, Piedmont Technical College, Greenwood, South Carolina, February, 1989.

--In addition, led 20 in-service workshops with Oakton faculty on learning styles and on uses of the Meyers-Briggs.

Mary Ann McKeever, English, 1st Generation:

--"Critical Thinking in the ESL Academic Classroom," given at the Fall Conference of the Adult Education and Adult ESL Programs, Northwest Education Cooperative, Hillside, Illinois, October, 1988.

Michael Milstein, Accounting, 2nd Generation:

--"Critical Thinking In The Vocational Classroom: Accounting," panel presentation at the Critical Literacy: Teaching Reading, Writing, and Thinking Across the Curriculum Conference, Chicago, 1988.

Helen Ward Page, English, 1st Generation:

--"Critical Thinking-- Issues for the College Classroom," given at Northwestern University, Fall, 1987.

--"Theories of Cognitive Development," given at the Oakton-FIPSE sponsored conference, Critical Literacy: Teaching Reading, Writing, and Thinking Across the Curriculum, Chicago, Illinois, April, 1988.

--"Literature Across the College Curriculum," Journal of Reading, March, 1988.

--"Teaching Critical Thinking Skills in the English Literature Survey Courses," ERIC Listing: ED 272 896.

Alan Rubin, Psychology, 1st Generation:

"Collaborative Learning," given in Seminar sessions for the first, second, and third generations of the CLP, October, 1986, July, 1987, and October 1988; at the Freshman Year Experience conference, Irvine, California, January, 1988; as part of the day-long workshops on

teaching critical literacy across the curriculum at Milwaukee Area Technical College, February, 1988 and February 1989; at a similar day-long workshop at Blackhawk Community College, January, 1989; and at the Community College Social Science Association Midwest Conference, Oaktbrook, Illinois, March, 1988.

Laura Saret, Data Processing, 1st Generation:

--"Improving the Reading and Writing Skills of the Data Processing Student," unpublished essay.

--"The Critical Literacy Project As A Model For Staff Development," panelist with Bill Taylor and Richard Storinger at the National Conference on Staff, Professional, and Organizational Development, Chicago, October, 1988.

--"Critical Thinking Through Writing: Data Processing," given as part of a panal at Critical Literacy: Teaching Reading, Writing, and Thinking Across the Curriculum, Chicago, April, 1988.

--Also author of two texts in which both the exercises required of students and the layout of the books are informed by strategies learned in the CLP. The texts are Using Software Tools: Word Star 4.0, VP Planner/Lotus and dBase III Plus and Using Software Tools: WordPerfect 4.2, VP Planner/Lotus and dBase III Plus.

Pam Schmidt, Data Processing. 2nd Generation:

--"Critical Thinking in the Vocational Classroom: Data Processing," panel presentation at the Critical Literacy: Teaching Reading, Writing, and Thinking Across the Curriculum conference, Chicago, 1988.

Richard L. Storinger, Dean, Communications Division, Project Director:

--"Oakton's Critical Literacy Project." Panelist, with Lynda Jerit and Bill Taylor, at the Illinois Community College Administrator's Association annual conference, Chicago, May, 1988.

--"The Critical Literacy Project As A Model For Staff Development." Panelist with Laura Saret and Bill Taylor at he National Conference on Staff, Professional and Organizational Development, October, 1988.

--"The Critical Literacy Project: A Prototype for Faculty Development," given at the annual Suburban Community College Presidents and Staff Development Coordinators/Administrators meeting, July, 1988.

William M. Taylor, Political Science, 1st Generation:
--"Teaching Critical Reading as a Way of Teaching Critical

Thinking." Paper presented at the conference of the International Society for Exploring Teaching Alternatives, Atlanta, October 12, 1986.

-- "Teaching Critical Reading as a Way of Teaching Critical Thinking." Paper presented at the Midwest Convention of the Community College Social Science Association, St. Louis, April 17, 1987.

-- "Teaching Critical Reading as a Way of Teaching Critical Thinking." Paper presented at the Illinois Political Science Association Convention, Chicago, November 14, 1987.

-- "The Guided Lecture." Staff Development Workshop presented to Oakton's full-time Faculty, January 12, 1988.

-- "The Guided Lecture." Staff Development Workshop presented to Oakton's adjunct faculty, February 15, 1988.

-- "Why Teachers in the Social Sciences Should Help Their Students Develop the Ability to Think Critically, With Practical Suggestions on How to Do So." Paper presented at the Midwest Convention of the Community College Social Science Association, Chicago, March 12, 1988.

-- "Question Asking Techniques." Staff Development Presentation to Oakton's Early Childhood Development Faculty, March 21, 1988.

-- "Using Writing as a Way of Teaching Critical Thinking." Member of a panel at Oakton's conference "Critical Literacy: Teaching Reading, Writing, and Thinking Across the Curriculum," Chicago, April 21, 1988.

-- "The Guided Lecture." Workshop presented at Oakton's conference "Critical Literacy: Teaching Reading, Writing, and Thinking Across the Curriculum," Chicago, April 22, 1988.

-- "Oakton's Critical Literacy Project." Panelist with Laura Saret and Richard Storinger at the conference of The Illinois Community College Administrators Association, May 5, 1988.

-- "The Guided Lecture." Paper presented at the national Conference on The Adult Learner, Columbia, S.C., May 24, 1988.

-- "Critical Reading: Prerequisite to Critical Thinking." Workshop presented at the conference of the International Society for Exploring Teaching Alternatives, Chicago, October 7, 1988.

-- "The Critical Literacy Project As A Model For Staff Development." Panelist, with Laura Saret and Dean Richard Storinger, at the National Conference on Staff, Professional, and Organizational Development, October 31, 1988.

-- "Critical Reading: Prerequisite to Critical Thinking." Workshop presented at Morraine Valley Community College Literacy Seminar, November 30, 1988.

-- "Techniques for Incorporating Writing as a Mode of Learning into Content Courses. Panelist, with Alan Rubin and Adele LeGere, at Morraine Valley Community College's Critical Literacy Seminar, December 7, 1988.

Grayson Woodbury, Economics, 2nd Generation:

--"Critical Thinking Through Writing in the Economics Classroom," panel presentation at the Critical Literacy: Teaching Reading, Writing, and Thinking Across the Curriculum conference, Chicago, 1988.

APPENDIX J

I.

CRITICAL LITERACY

Bibliography

A. On Thinking

Arons, Arnold B., "'Critical Thinking' and the Baccalaureate Curriculum," Liberal Education, Vol.71, No.2, 1985, pp.141-157.

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Barbanel, Judith, "Critical Thinking for Developmental Students," RTDE, Volume 4, No.1, pp.7-13.

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Browne, M. Neil, and Stuart Keeley, Asking the Right Questions: A Guide to Critical Thinking, (Englewood Cliffs: Prentice Hall, 1986).

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Dixon, Nancy M., "The Implementation of Learning Style Information," Lifelong Learning, November 1985, pp.116-118+.

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McPeck, John E., "The Meaning of Critical Thinking," in McPeck, John E., Critical Thinking and Education, (New York: St. Martin's Press).

*Meyers, Chet, Teaching Students to Think Critically: A Guide to Faculty in all Disciplines, (Josey-Bass, 1986).

*Neimark, Edith D., Adventurers In Thinking (Harcourt Brace Jovanovich, 1987)

Paul, Richard, "Critical Thinking: Fundamental to a Free Society," Educational Leadership, September, 1984, pp.4-14.

Perry, William G., "Cognitive and Ethical Growth: The Making of Meaning," in Chickering, et. al. (Eds.), The Modern American College, (San Francisco: Josey-Bass, 1981), pp. 76-116.

*Postman, Neil, Amusing Ourselves to Death, (Penguin, 1988).

_____, Amusing Ourselves to Death: Public Discourse in the Age of Show Business, (Penguin, 1986).

_____, "Critical Thinking in the Electronic Era," Phi Kappa Phi Journal, A National Forum, Winter, 1985.

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*Whimbey, Arthur, Intelligence Can Be Taught (Bantam, 1975)

Whimbey, Arthur, and John Lochhead, Problem Solving and Comprehension, (Philadelphia: The Franklin Institute Press, 1982).

B. On Writing as Thinking:

Bean, John C., "Summary Writing, Rogerian Listening, and Dialetical Thinking," College Composition and Communication, October, 1986, pp. 343-346.

Bean, John C., Dean Drenk, and F.D. Lee, "Microtheme Strategies for Developing Cognitive Skills," in Griffin, C.W., (Ed.), New Directions For Teaching and Learning: Teaching Writing in all Disciplines, (San Francisco: Josey-Bass, 1982).

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_____,"Reclaiming the Imagination," Freshman English News, Winter 1975, pp.13-14.

_____,"From Problem-Solving to a Theory of Imagination," College English, March 1972, pp.636-49.

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Herrington, Anne J., "Writing to Learn: Writing Across the Curriculum," College English, April, 1981, pp.379-387.

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C. On Reading:

Epstein, Joseph, "The Noblest Distraction," Commentary, August 1981, pp.51-55.

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Moffett, James, "Reading and Writing as Meditation," Language Arts, March, 1983, pp.315-332.

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Reagan, Sally Barr, "Teaching Reading in the Writing Classroom," Journal of Teaching Writing, Fall 1986, pp.177-184.

Sinatra, Richard, Josephine Stahl-Gemake, and Nancy Wyche Morgan, "Using Semantic Mapping After Reading to Organize and Write Original Discourse."
Journal of Reading, October 1986, pp.4-13.

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D. On Collaborative Learning

Bouton, Clark, and Russell Garth, Learning in Groups, (San Francisco: Josey-Bass, 1983).

Bruffee, Kenneth A., "Collaborative Learning and the 'Conversation of Mankind'," College English, November, 1984, pp.635-652.

Kohn, Alfie, "It's Hard to Get Left Out of a Pair," Psychology Today, October, 1987, pp.53-57.

Wiener, Harvey S., "Collaborative Learning in the Classroom: A Guide to Evaluation," College English, January, 1986, pp.52-61.

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II.

CRITICAL THINKING/LITERACY: AN OVERVIEW

A. SOME DEFINITIONS

"Reflective thinking" is "active, persistent, careful consideration of a belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends."

". . . involves (1) a state of doubt, hesitation, perplexity, mental difficulty, in which thinking originates, and (2) an act of searching, hunting, inquiring, to find material that will resolve doubt, settle, and dispose of the perplexity."

--John Dewey, How We Think, 1909

"Let X stand for any problem or activity requiring some mental effort.

Let E stand for the available evidence from the pertinent field or problem area.

Let P stand for some proposition or action within X.

Then we can say of a given student (S) that he is a critical thinker in area X if S has the disposition and skill to do X in such a way that E, or some subset of E, is suspended as being sufficient to establish the truth or viability of P."

--John McPeck, Critical Thinking and Education, 1981.

"Critical thinking is reasonable, reflective thinking that is, focused on deciding what to believe and do."

--Robert Ennis, "Goals for a Critical-Thinking/Reasoning Curriculum," 1985.

"Critical thinking refers not simply to a body of intellectual skills, but also to a complex of dispositions and a set of values. As such it cannot be separated from the basic character of the person and the organizing dynamics of an individual's life."

"Weak sense" critical thinkers will be well-versed in the skills of critical thinking, but will have a tendency to use those skills merely to serve their own interests.

"Strong sense" critical thinkers will display a "critical spirit" will "reason beyond their own interests and desires," and will "enter emphatically into points of view and lines of reasoning with which they disagree."

--Richard Paul, Critical Thinking Handbook, K-3, Center for Critical Thinking and Moral Critique, 1987.

The New Jersey Task Force Taxonomy of Thinking Skills
Compiled by Matthew Lipman, Paul Jacobs, and Jerry Coleman

Mental Acts

associating
assuming
pretending
supposing
guessing
speculating
wishing
surmising
conceding
remembering
choosing
judging
deciding
comparing
contrasting
and so on

Cognitive States

knowing that one knows
knowing that one doesn't know
comparing, wishing, and hoping
realizing one understands
and so on

Combinations of Mental Acts and Cognitive States

doubting
knowing
wondering
understanding
and so on

Reasoning Acts

concept formation
sorting
  grouping
  classifying
  defining
  grading
  seriation
using criteria
exemplifying
generalizing

recognizing relationships
  distinguishing dissimilarities
    logical
    existential
  discovering similiarities
    resemblance of terms
    identity of terms
    resemblance of relationships
  understanding systems

applying criteria to reasoning
  consistency
  validity
  completeness
  truth (definitional)

inferring
  formal
    immediate
    ordinal (relational)
    categorical syllogistic
    conditional
  informal

generating logical altervatives
  utilizing matrices
  utilizing contradictories

understanding perspectives and frames of reference

constructing arguments
  formulating questions
  providing reasons
  assumption-finding
  relating premises to conclusions

standardizing sentence

Inquiry Skills

observing
narrating
describing
explaining
estimating
formulating problems
forming hypotheses
measuring
predicting
designing experiments
verifying
inductive reasoning
methodical doubting
reciprocally adjusting means and ends
seeking comprehensiveness
distinguishing among causal, contingent, and correlated relationship
formulating conclusions
looking for relevant evidence
and so on

B. SOME PLAYERS AND POINTS OF VIEW**

Critical Thinking: Informal Logic

Perspective: critical thinking can be broken down into abilities or skills which can be taught (usually in separate "thinking" courses) and measured.

Howard Kahane, Logic and Contemporary Rhetoric: The Use of Reason in Everyday Life, Wadsworth, 1984.

Preston Covey, editor, Formal Logic in the Liberal Arts, special double issue of Teaching Philosophy, 1981.

Vincent Ryan Ruggiero, Teaching Thinking Across the Curriculum, Harper and Row, 1988

John Chaffee, Thinking Critically, Houghton Mifflin, 1988.

Ralph Johnson, Logical Self-Defense (with J. A. Blair), McGraw, 1983. (See also selected issues of Informal Logic, a journal edited by Ralph Johnson, Philosophy Dept, University of Windsor, Windsor, Ontario, Canada.)

Critical Thinking: Problem Solving/Decision Making

Pesective: students can learn/generate a variety (and can learn that there is a variety) of appropriate techniques or methods (which involve critical thinking) for solving problems and/or making decisions.

Barry Anderson, The Complete Thinker: A Handbook of Techniques for Creative and Critical Problem Solving, Prentice-Hall, 1980.

Arthur Whimbey and Jack Lockhead, Problem Solving and Comprehension, 3rd ed., Lawrence Erlbaum Associates, 1980.

Edward de Bono, Teaching Thinking, Temple Smith, 1976.

_____, de Bono's Thinking Course, Facts on File Pub., 1985.

M. Neil Browne and Stuart M. Keeley, Asking the Right Question: A Guide to Critical Thinking, Prentice-Hall, 1986.

**Based, in part, on "A 'Road Map' For Critical Thinking" prepared by Kathryn Mohrman of the Brookings Institute in 1986.

Michael Bradie and Kenneth Sayre, eds., Reason and Decision, Bowling Green State University, 1982.

Critical Thinking Across The Curriculum

Perspective: critical thinking cannot be taught effectively in a single, separate course; instead, it should be taught as part of the content of academic disciplines. This, thus, resolves the question of whether thinking skills taught in separate courses get transfered into other studies. McPeck, in particular, argues that critical thinking is knowledge-based, means different things in different disciplines, and, therefore, must be taught as part of all courses.

John McPeck, Critical Thinking and Education, St. Martins, 1981

Michael Polanyi, Personal Knowledge: Toward a Post Critical Philosophy, Harper & Row, 1967

Chet Meyers, Teaching Students to Think Critically, Jossey-Bass, 1986

Eliot Mishler, "Meaning in Context: Is There Any Other Kind?" Harvard Education Review, February, 1979.

Elaine Maimon, "Maps and Genres," in Composition and Literature, Winifred Horner, ed., University of Chicago Press, 1983.

Disciplinary Paradigms/Styles/Modes of Inquiry/Ways of Knowing

Perspective: disciplines are/can be cultures, with their own vocabularies, definitions, ways of seeing and analyzing the world; thus, critical thinking may take different forms in different disciplines.

Hoke L. Smith, "The Disciplines as Cultures: Implications for Undergraduate Education." Unpublished essay. Available from the author.

David Kolb, "Learning Styles and Disciplinary Differences," in The Modern American College Jossey-Bass, 1981.

Richard C. Anderson, "The Notion of Schemata and the Educational Enterprise," in Schooling and the Acquisition of Knowledge, editied by Anderson, R.J. Spiro, and W. E. Montague, Lawrence Erlbaum Associates, 1977.

Clifford Geertz, Local Knowledge: Further Essays in Interpretive Anthropology, Basic Books, 1983.

Critical Thinking: Values/Morals Critique

Richard W. Paul, "Ethics Without Indoctrination, "Educational Leadership Leadership, May 1988.

_____,"Critical Thinking, Moral Integrity, and Citizenship: Teaching for the Intellectual Virtues," 1987. Unpublished essay, available from the author, Center for Critical Thinking, Sonoma State Univ.

_____, "Teaching Critical Thinking in the Strong Sense," in Informal Logic Newsletter, May, 1982.

Susan Resneck Parr, "The Teaching of Ethics in Undergraduate Nonethics Courses," in Ethics Teaching in Higher Education, Daniel Callahan and Sissela Bok, eds., Plenum Press.

Robin W. Lovin, "The Exclusion of Values Inquiry from the Academy: Causes and Consequences," 1985. Unpublished.

Richard Morrill, Teaching Values in College, Jossey-Bass, 1980.

Critical Thinking: Theories of Cognitive/Moral Development

Perspective: We move through predictable and identifiable stages of intellectual and moral growth (or we don't); thus, students may not be "ready" for some of the thinking we ask them to do. (For ex., it has been estimated that only 25% of college reshmen are at Piaget's formal-operational level.

Jean Piaget, The Essential Piaget, edited by H.E. Gruber and J.J. Voneche, Basic Books, 1977.

William Perry, Forms of Intellectual and Ethical Development in the College Years: A Scheme, Holt, 1970.

Blythe Clincy, et. al., Women's Ways of Knowing, Basic Books, 1986.

Lawrence Kohlberg, The Philosophy of Moral Development: Moral Stages and the Idea of Justice, Harper & Row, 1981.

Carol Gilligan, In a Different Voice: Psychological Theory and Women's Development, Harvard U. Press, 1982.

See in addition work on "the relective-judgement yardstick" done by Karen Kitchener and Patricia King, reported in Time magazine, February 16, 1987, p. 61.

Critical Thinking: As A Political Act, or "Liberating" Education

Perspective: to strengthen students' critical thinking ability is to empower them as learners and as citizens.

Maxine Greene, "In Search of a Critical Pedagogy, "Harvard Educational Review, Vol. 56, No. 4, November, 1986.

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APPENDIX K

Oakton Community College

Inter-Office MEMO

Date December 13, 1988

Copies to

To Lorenz Boehm

From Trudy Bers

Subject Critical Literacy Project

Lorenz:

Per our earlier conversations about evaluating the Critical Literacy Project for the FIPSE Final Report, I have interviewed these administrators to ascertain their views of the project: Thomas TenHoeve, Margaret Lee, Richard Storinger, Jack Thompson, Phil Jaffe, Urban Thobe, and Marilyn Appelson. The following paragraphs summarize their responses. I can provide some elaboration if you need more sentences.

The administrators were uniform in their praise of the Critical Literacy Project. Dr. TenHoeve indicated it is the "best single project the institution has undertaken since he has been here." Dr. Lee said it is the "very best example of faculty and curriculum development she has ever been part of."

A number of specific reasons were given for the high value placed upon the project. These include:

- The energizing effect participation in the CLP has had on many faculty. As noted by one of the deans: the projected has "extended the prime of life" for many participants.

- The CLP focus on teaching, learning, and assessment of learning within the classroom. This, combined with the large number of faculty involved in the CLP, are having a profound effect on the restructuring of course syllabi and classroom assignments. Soon it will be virtually impossible for an Oakton graduate to leave the college without having encountered at least one faculty member who has revised courses and teaching strategies to reflect the CLP.

- The large number of faculty who participated directly in the CLP, and the diversity of disciplines from which they came, as well as the even larger number of faculty and staff touched indirectly by the project through such vehicles as conversations with colleagues in the Seminar and attendance at various workshops.

- The national attention Oakton has begun to receive as a result of the CLP, and the opportunities opened for CLP participants to give presentations at conferences and workshops and to consult at other institutions.

- The enthusiasm generated among some faculty for seeking grants to fund special projects and initiatives as a result of their seeing--directly through participation or indirectly through conversations with CLP participants--the benefits grant funds can bring to individuals and the institution.

The only real disappointment noted is that some faculty who appear to be most in need of revitalizing or most deficient in the quality of their teaching have not participated in the CLP. Because the CLP is voluntary, and no one is suggesting that this be changed, the ability of the college to include these faculty in the CLP will always be limited.

A more muted disappointment is that some faculty who are generally perceived to be among the most effective instructors have also chosen not to participate in the CLP. While no one is questioning the quality of their classroom teaching, there is almost a sadness that they have not availed themselves of the opportunity to learn from and share in the seminar.

Neither of these disappointments is a criticism of the CLP. If anything, they are tributes to its success.

Oakton Community College

Critical Literacy Program

Evaluation Survey - November, 1988

The purpose of this survey is to obtain feedback and evaluations about the critical literacy program at Oakton from faculty and staff who were involved in the critical literacy seminars. Your responses will remain confidential and will be used to assist in the improvement of the program, and to complete the evaluation report required by The Fund for the Improvement of Postsecondary Education (FIPSE). Thank you for your cooperation.

Please indicate the extent to which each of the following statements is true for you.

	Strongly Agree							Strongly Disagree	Mean Score
<u>PRIOR</u> to the critical literacy program:									
1. I knew about teaching critical thinking skills.	8	7	6	5	4	3	2	1	5.0
2. My thinking about critical literacy was clear.	8	7	6	5	4	3	2	1	3.6
3. I had my students write as a way to develop their critical thinking abilities.	8	7	6	5	4	3	2	1	5.0
4. I used reading interventions as a way of helping my students better comprehend the reading I assigned.	8	7	6	5	4	3	2	1	4.3
5. I introduced elements of collaborative learning into my classes.	8	7	6	5	4	3	2	1	5.6
6. I had begun to see the value of using elements of informal logic in at least one of my classes.	8	7	6	5	4	3	2	1	4.2
7. I sequenced activities and/or assignments.	8	7	6	5	4	3	2	1	5.2
8. I structured classes in order to teach to the different learning styles of my students.	8	7	6	5	4	3	2	1	4.5
9. I saw the importance of cognitive learning theories for helping me understand my students as learners.	8	7	6	5	4	3	2	1	5.1

	Strongly Agree							Strongly Disagree	Mean Score
AS A RESULT of the critical literacy program:									
10. I became committed to incorporating the teaching of critical thinking skills into at least one of my courses.	8	7	6	5	4	3	2	1	6.8
11. I was able to clarify my thinking about critical literacy.	8	7	6	5	4	3	2	1	6.2
12. I became convinced that I should have my students write as a way to develop their critical thinking abilities.	8	7	6	5	4	3	2	1	6.6
13. I became convinced that I should develop reading interventions as a way of helping my students better comprehend the reading I assign.	8	7	6	5	4	3	2	1	6.2
14. I became convinced that I should introduce elements of collaborative learning into my classes.	8	7	6	5	4	3	2	1	6.5
15. I began to see the value of using elements of informal logic in at least one of my classes.	8	7	6	5	4	3	2	1	5.8
16. I became convinced of the value of sequencing activities and/or assignments.	8	7	6	5	4	3	2	1	6.5
17. I became convinced that I should structure classes in order to teach to the different learning styles of my students.	8	7	6	5	4	3	2	1	5.9
18. I found talking with my colleagues about designing assignments helpful.	8	7	6	5	4	3	2	1	7.0
19. I came to see the importance of cognitive learning theories for helping me understand my students as learners.	8	7	6	5	4	3	2	1	6.3
20. I became more energized and more enthusiastic about teaching.	8	7	6	5	4	3	2	1	7.0
21. I learned a alot about how to improve my teaching.	8	7	6	5	4	3	2	1	6.4
22. I established valuable relationships with colleagues.	8	7	6	5	4	3	2	1	7.2
23. I cam to understand what critical thinking is in my discipline.	8	7	6	5	4	3	2	1	5.8
24. I have always taught critical thinking; the critical literacy program only confirmed the value of what I had been doing already.	8	7	6	5	4	3	2	1	5.6

Since participating in the critical literacy program, have you introduced any of these teaching strategies in your classes; With what intensity? How do you evaluate the payoff for students? For yourself as an instructor?

mean score

A. Reading interventions
   Number of classes in which used? _____
   Intensity (scale: 8=very intense; 1=minimal intensity) _____
   Payoff for students (scale: 8=high payoff; 1=no payoff) _____ - 5.4
   Payoff for you (scale: 8=high payoff; 1=no payoff) _____ - 5.9

B. Incorporated writing as a mode of learning
   Number of classes in which used? _____
   Intensity (scale: 8=very intense; 1=minimal intensity) _____
   Payoff for students (scale: 8=high payoff; 1=no payoff) _____ - 6.2
   Payoff for you (scale: 8=high payoff; 1=no payoff) _____ - 6.0

C. Used collaborative learning.
   Number of classes in which used? _____
   Intensity (scale: 8=very intense; 1=minimal intensity) _____
   Payoff for students (scale: 8=high payoff; 1=no payoff) _____ - 6.8
   Payoff for you (scale: 8=high payoff; 1=no payoff) _____ - 6.8

D. Developed sequenced assignments/activities
   Number of classes in which used? _____
   Intensity (scale: 8=very intense; 1=minimal intensity) _____
   Payoff for students (scale: 8=high payoff; 1=no payoff) _____ - 6.0
   Payoff for you (scale: 8=high payoff; 1=no payoff) _____ - 6.1

E. Used elements of informal logic
   Number of classes in which used? _____
   Intensity (scale: 8=very intense; 1=minimal intensity) _____
   Payoff for students (scale: 8=high payoff; 1=no payoff) _____ - 4.7
   Payoff for you (scale: 8=high payoff; 1=no payoff) _____ - 4.8

F. Have been responsive to students' varying learning styles
   Number of classes in which used? _____
   Intensity (scale: 8=very intense; 1=minimal intensity) _____
   Payoff for students (scale: 8=high payoff; 1=no payoff) _____ - 5.5
   Payoff for you (scale: 8=high payoff; 1=no payoff) _____ - 5.5

Have you worked with these colleagues to change/improve your teaching?

Linda Jerit
___ Indicate Yes or No
___ How helpful has this been? (scale: 8=very helpful; 1=not helpful) 6.2

Sylvia Stathakas
___ Indicate Yes or No
___ How helpful has this been? (scale: 8=very helpful; 1=not helpful) 6.9

Bill Taylor
___ Indicate Yes or No
___ How helpful has this been? (scale: 8=very helpful; 1=not helpful) 5.2

How do you rate the overall impact of the critical literacy program on you as a teacher?

mean score 7.0

Very positive							Very negative
8	7	6	5	4	3	2	1

Being as honest as you can, please indicate how actively involved you were in the critical literacy program.

7.0

Actively involved							Not active even if came to seminars
8	7	6	5	4	3	2	1

(The following is a very important question for the FIPSE Final Report.) Based on your observations of students in your classes, please indicate whether, and in what ways, students showed improvement in:

Ability to think critically

Ability to become independent learners

Please comment on your experience with the critical literacy program, and describe changes you believe should be made in it.

Is there a brief statement you would like to make to FIPSE regarding the impact of the critical literacy program on you, your students, and/or others?

Demographic information (for research purposes only)

Your division:

___ Science/Allied Health ___ Humanities/Math/Tech
___ Communications ___ Social Sciences/Business

Are you a baccalaureate or career program faculty member?

___ Baccalaureate ___ Career program

Your department (optional):

_____

Your name (optional):

_____

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